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Course Profiles

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Course Profile

Beginning Communication in English
ESL Level 1

Grade 9
Open

• *for teachers by teachers*

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no.1

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Acknowledgments

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BDC-2175

Course Overview
English as a Second Language, ESLAO, Open

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Identifying Information:

School:
Department:
District:
Course Title:
Grade: **Course Type:**
Course Type:
Ministry Course Code:
Credit Value:

Course Developer(s): Jane Campbell, Hazel Excell, Denise Gordon, Jane Hill, Elaine Iannuzziello, Paula Markus, Eleanor Minuk, Jane Sims, Ero Siouga, Betty Ann Taylor
Development Date: April 1999
Course Revisor(s):

Revision Date:

Description/Rationale

This course builds on students' previous education and language knowledge to introduce the English language and help students adjust to their new cultural environment. Students will develop the ability to use oral and written English for daily needs, acquire basic conversation skills and vocabulary, and use simple sentence patterns. Students will also acquire basic orientation information related to their needs as newcomers to Canada.

Unit Titles (Time and Sequence)

Unit 1	Getting Acquainted	20 hours
Unit 2	A Time for All Seasons	20 hours
Unit 3	O Canada!	25 hours
Unit 4	The Balance of Nature	25 hours
Unit 5	Wellness	20 hours

Unit Organization

Unit #1: Getting Acquainted
Time: 20 Hours

Description: In this unit students will develop the ability to use simple oral and written language for beginning communication at home, at school, and in the community. Using authentic orientation materials, students will demonstrate the ability to use simple sentence patterns and key conventions of standard English to participate in social interactions in the classroom and the community. They will begin to use reading strategies to acquire beginning English vocabulary and to adapt to key teacher expectations and school routines.

Strands: Oral and Visual Communication; Reading; Writing; Social and Cultural Competence.
Overall Expectations: AORV.01X, AORV.02X, AORV.03X, AORV.04X, AREV.01X, AREV.02X, AREV.03X, AREV.04X, AWRV.01X, AWRV.02X, ASCV.02X.
Specific Expectations: AOR1.01X, 1.02X, 1.03X, 1.04X, 1.05X, 1.06X, 2.01X, 2.02X, 2.04X, 3.01X, 3.02X, 3.03X, 3.04X, 3.05X, 4.02X, 4.03X.
ARE1.01X, 1.02X, 1.03X, 2.01X, 2.02X, 2.03X, 3.01X, 3.02X, 3.03X, 3.04X, 3.05X, 4.01X.
AWR1.01X, 1.02X, 1.03X, 2.01X, 2.02X, 2.03X, 2.04X, 2.05X, 2.06X, 2.07X, 2.08X.
ASC1.02X, 1.03X, 2.01X, 2.02X, 2.03X, 2.04X, 2.05X, 2.06X.

Unit #2: A Time for All Seasons
Time: 20 Hours

Description: In this unit students will acquire essential vocabulary and language structures to describe the passage of time, the seasons, and celebrations in Canada. Students will be able to locate information in reference materials and from media works. Through studying Canada's common customs and holidays, students will continue to demonstrate the ability to use simple English sentences in oral and written communication, including sharing customs from their countries of origin.

Strands: Oral and Visual Communication; Reading; Writing; Social and Cultural Competence.
Overall Expectations: AORV.01X, AORV.02X, AORV.04X, AREV.01X, AREV. 02X, AREV.03X, AREV.04X, AWRV.01X, AWRV.02X, ASCV.01X, ASCV.02X.
Specific Expectations: AOR1.01X, 1.02X, 1.04X, 1.05X, 2.01X, 2.02X, 2.03X, 3.06X, 4.01X, 4.03X.
ARE1.04X, 2.01X, 3.04X, 3.05X, 4.02X.
AWR1.01X, 1.02X, 1.04X, 2.01X, 2.04X, 2.05X, 2.06X, 2.07X.
ASC1.01X, 1.03X, 2.04X, 2.05X, 2.07X.

Unit #3: O Canada!
Time: 25 Hours

Description: In this unit, students will demonstrate knowledge of basic facts about Canada's geography and Native peoples. By using reference materials and media works, students will obtain and record basic information in a variety of written forms, and will begin to become aware of and appreciate Canada's regional and cultural diversity.
Strands: Oral and Visual Communication; Reading; Writing; Social and Cultural Competence.
Overall Expectations: AORV.01X, AORV.02X, AORV.03X, AORV.04X, AREV.01X, AREV.04X, AWRV.01X, ASCV.01X, ASCV.02X.
Specific Expectations: AOR1.02X, 1.06X, 3.01X, 3.05X, 4.01X, 4.02X, 4.03X.
ARE1.02X, 1.03X, 1.05X, 1.06X, 2.03X, 2.04X, 3.04X, 3.05X, 4.01X, 4.02X.

AWR1.04X, 2.02X, 2.03X, 2.05X, 2.08X, 2.09X.
ASC1.01X, 1.02X, 2.05X, 2.06X, 2.07X, 2.08X.

Unit #4: The Balance of Nature
Time: 25 Hours

Description: Students will study ecology as a vehicle for English language learning. They will explain some simple scientific concepts as a first step in preparation for the study of other content courses in English. Students will determine the meaning of unfamiliar words using pictures and illustrations. They will continue to build their personal vocabulary lists and be introduced to expository writing of short, structured paragraphs.

Strands: Oral and Visual Communication; Reading; Writing; Social and Cultural Competence.
Overall Expectations: AORV.01X, AORV.02X, AORV.04X, AREV.03X, AREV.04X, AWRV. 01X, AWRV.02X, ASCV.02X.
Specific Expectations: AOR1.02X, 1.04X, 1.05X, 2.01X, 2.02X, 2.03X, 2.04X, 3.05X, 4.01X, 4.03XX.
ARE1.02X, 1.04X, 2.02X, 2.03X, 2.04X, 3.02X, 3.03X, 3.04X, 4.02X.
AWR1.01X, 1.02X, 1.04X, 2.02X, 2.03X, 2.06X, 2.07X.
ASC2.01X, 2.05X, 2.06X, 2.07X, 2.08X.

Unit #5: Wellness
Time: 20 Hours
Description: Students will study health and nutrition to further develop their English language skills. Communication with the medical community and the maintenance of a well-balanced lifestyle will be emphasized. Students will complete personal information forms, and through role playing, express their state of health and feelings in a variety of contexts.

Strands: Oral and Visual Communication; Reading; Writing; Social and Cultural Competence.
Overall Expectations: AORV.01X, AORV.02X, AORV.03X, AORV.04X, AREV.01X, AREV.02X, AREV.03X, AREV.04X, AWRV.01X, AWRV.02X, ASCV.01X, ASCV.02X.
Specific Expectations: AOR1.02X, 1.04X, 1.05X, 2.01X, 2.02X, 2.03X, 2.04X, 3.01X, 3.02X, 3.03X, 4.01X, 4.02X.
ARE1.02X, 1.03X, 1.04X, 2.01X, 2.02X, 2.03X, 2.04X, 3.02X, 3.04X, 4.01X.
AWR1.02X, 1.03X, 1.04X, 2.02X, 2.03X, 2.04X, 2.07X, 2.08X, 2.09X.
ASC1.02X, 1.03X, 2.05X, 2.06X, 2.07X, 2.08X.

Unit #1: Getting Acquainted

Time: 20 hours
Unit Developers: Jane Campbell, Hazel Excell, Denise Gordon, Jane Hill, Elaine Iannuzziello, Paula Markus, Eleanor Minuk, Jane Sims, Ero Siouga, Betty Ann Taylor.

Development Date: April, 1999

Unit Description

In this unit students will develop the ability to use simple oral and written language for beginning communication at home, at school, and in the community. Using authentic orientation materials, students will demonstrate the ability to use simple sentence patterns and key conventions of standard English to participate in social interactions in the classroom and the community. They will begin to use reading strategies to acquire beginning English vocabulary and to adapt to key teacher expectations and school routines.

Strands and Expectations

Strands: Oral and Visual Communication; Reading; Writing; Social and Cultural Competence.
Overall Expectations: AORV.01X, AORV.02X, AORV.03X, AORV.04X, AREV.01X, AREV.02X, AREV.03X, AREV.04X, AWRV.01X, AWRV.02X, ASCV.02X.
Specific Expectations: AOR1.01X, 1.02X, 1.03X, 1.04X, 1.05X, 1.06X, 2.01X, 2.02X, 2.04XX, 3.01X, 3.02X, 3.03X, 3.04X, 3.05X, 4.02X, 4.03X.
ARE1.01X, 1.02X, 1.03X, 2.01X, 2.02X, 2.03X, 3.01X, 3.02X, 3.03X, 3.04X, 3.05X, 4.01X.
AWR1.01X, 1.02X, 1.03X, 2.01X, 2.02X, 2.03X, 2.04X, 2.05X, 2.06X, 2.07X, 2.08X.
ASC1.02X, 1.03X, 2.01X, 2.02X, 2.03X, 2.04X, 2.05X, 2.06X.

Activity Titles (Time + Sequence)

Activity 1	About Me	2 hours
Activity 2	The Classroom	3 hours
Activity 3	The School	3 hours
Activity 4	The Family	3 hours
Activity 5	The Home	3 hours
Activity 6	The Neighbourhood	4 hours
Activity 7	Transportation	2 hours

Unit Planning Notes

In addition to the detailed teaching and learning strategies presented, a number of ongoing routines which are part of a balanced language learning program will need to be established during this first unit. These activities should include the following:

- student journal writing
- silent reading of English, first language and bilingual materials, with entries into a reading log (See Appendix 3 for a sample log.)
- reading aloud by the teacher
- listening to tapes at the class listening centre

- keeping a personal vocabulary list or book
- teaching relevant Canadian cultural material at appropriate times throughout the year
- compiling a personal *career list*
- maintaining individual portfolios of student work
- compiling a classroom picture dictionary

Throughout this course, a number of children's picture books have been suggested as possible resources. These books have been carefully selected for quality of story and illustration, as well as for their content of mature themes appropriate for adolescent learners. In using children's literature, teachers should always be sensitive to the ways in which these materials are presented to secondary school students. When these books are introduced with the needs of adolescent learners in mind, there is much in quality children's literature which speaks to a secondary school audience. Universal human themes, diverse cultural viewpoints, simplicity and clarity of language, contextual redundancy and repetitive language patterns are just some facets of children's literature which enrich the second language learning process.

Similarly, the inclusion of the resource Great Beginnings, originally created for learners in the junior grades, has been made with the caveat that teachers will select only those sections of this document which address the language needs of adolescent ESL students, such as the calendar pages, as well as the visuals for classroom, school and community vocabulary.

A beginning level English as a Second Language class will be of a heterogenous nature. Some students will have had more exposure to English than others, as well as more educational opportunities. In addition, continuous student intake is a fact of life in many ESL programs. In order to accommodate the varying levels of beginning English proficiency in a class, it is suggested that teachers make use of complementary language practice activities found in many commercially available beginning level course texts. A list of suggested texts can be found below. Other suggestions for supporting the varying levels of language proficiency include preparing packages of materials to distribute to students as they arrive during the term or semester, keeping a class stock of visuals and word cards for students to practice vocabulary alone, in pairs or small groups, and providing opportunities for practice with English language learning software.

Many of the activities in this unit include small group work components. In a heterogeneous class of newly arrived learners from around the world, students will have had varying degrees of exposure to group work, which is a frequent teaching strategy in Ontario classrooms. Teachers will want to present a well-paced entry to the concept of working and learning in groups, and to set up these early group activities clearly and with plenty of time for students to become accustomed to the dynamics of working in a group of their peers. Thoughtful consideration will need to be given to the selection of group members for different activities, as well as to how to help students understand their roles and responsibilities in a group learning situation.

Many newly arrived ESL students will be experiencing culture shock, family separation and dislocation, at the same time as they begin to cope with attending school in a new country. The ESL teacher must be
aware of and sensitive to the many changes and adaptations which immigrant and refugee students face, and must strive to create a welcoming and secure classroom environment. While it is essential that ESL students master the vocabulary for topics such as family structure and living accommodations, the teacher should remember to be sympathetic to students' possible reluctance to share personal information about their backgrounds.

Prior Knowledge Required

Most students entering ESLAO will have attended full time education in their country of origin, and thus will have the necessary first language literacy skills to be successful in a secondary school program. However, other students may not have first language literacy or may have gaps in their educational backgrounds. These students may be concurrently enrolled in ELDAO and may take longer to achieve the expectations for this beginning ESL course. Additional modifications for these new literacy learners will help facilitate their integration into the ESLAO program.

Teaching/Learning Strategies

Brainstorming/webbing, modelled writing, journal writing, cooperative learning groups, teacher read-alouds, silent reading, listening centre, graphic organizers (pie graph, bar graph, T-chart, web – see Appendix 4 for samples), Total Physical Response, field trips, language games, guest speakers, student created books, class and community surveys, information gap, jigsaw, language experience stories, mapping, classifying and categorizing, pair, group and class interaction, viewing a non-narrative video, sharing languages and cultures.

Assessment/Evaluation Techniques

Activity	Type	Tool	Categories
Activity 1	Formative Summative	Oral Class Introduction Alphabetized List	Communication Knowledge
Activity 2	Formative Summative Summative	Object Identification Classroom Diagram Cloze exercise	Knowledge Comm, Knowledge Thinking, Knowledge
Activity 3	Formative Formative Summative	School Visit Organizer Group Vocabulary Poster Agenda Listening Task	Know/Think/Com/App Know/Think/Com/App Know/Think/Com
Activity 4	Summative Formative Summative	Family T Chart Group Presentation Family Tree Worksheet	Knowledge, Thinking Know, Communication Know/Think/Com/App
Activity 5	Summative Formative Formative Summative	Personal Information Test Vocabulary Quiz Preposition Quiz Ideal Room Project	Know/Communication Know/Communication Know/Communication Know/Think/Com/App
Activity 6	Form/Summ Summative	Map Listening Quiz Community Directory Project	Know, Communication Know/Think/Com/App
Activity 7	Formative Formative Formative Summative	Oral Summary Road Sign Locations Shape Identification List Final Unit Test	Know/Communication Know/Comm/Application Know/Comm/Application Know/Comm/Thinking

Course expectations which are assessed through the assessment tools for each activity are denoted by the iconic symbol ✤ in the expectations lists for each activity.

Resources

Print

Acosta, Joan. Canada Coast to Coast, Second Edition. Toronto: ITP Nelson, 1999.

Acosta, Joan. Coast to Coast Reader. Vancouver: Douglas and McIntyre, 1987.

Bailey, Cindy. Start Up Multiculturalism. Markham: Pembroke Publishing, 1991.

Berish, Lynda and Thibaudeau, Sandra. Canadian Concepts, Books 1, and 2. Toronto: Prentice Hall Allyn and Bacon, 1997.

Berish, Lynda, Sandra Thibaudeau and Maria De Rosa Wilson. Grammar Connections 1. Toronto: Prentice Hall Allyn and Bacon, 1995.

Boyd, John R., Mary Ann Boyd and Paula Kezwer. Before Book One, Canadian Edition. Toronto: Prentice Hall Allyn and Bacon, 1994.

Carver, Tina Kasloff, Fotinos, Sandra Douglas and Clarice Cooper. A Canadian Conversation Book: English in Everyday Life, Second Edition. Toronto: Prentice Hall Allyn and Bacon, 1997.

Carver, Tina Kasloff, Fotinos, Sandra Douglas and C. K. Olson. A Writing Book, English in Everyday Life: A Teacher Resource Book. New Jersey: Prentice Hall Regents, 1996.

Chabot, John. 101 Illustrated Crossword Puzzles. Virgil, Ontario: Full Blast Productions, 1994. (Box 408, Virgil, Ontario L0S 1T0)

Chabot, John. Thematic Activities for Beginners in English. Virgil, Ontario: Full Blast Productions.

Curcin, Ranka and Mary Koumoulas. Canadian Concepts 1, Teacher's Manual and Resource Package. Toronto: Prentice Hall Allyn and Bacon, 1997.

Grennan, Maggie. The *Canadian* Oxford Picture Dictionary, Beginner's Workbook. Toronto: Oxford University Press, 1997.

Lipszyc, Carol. People Express: Readings and Chants for Literacy/ESL. Toronto: Oxford University Press, 1996.

Metropolitan Toronto School Board. (Now the Toronto District School Board) Great Beginnings: ESL in the Junior Division, Suggestions for Classroom Teachers, 1990.

Molinsky, Steven and Bill Bliss. Side by Side, Secondary School Edition, Book 1. Toronto: Prentice Hall Allyn and Bacon, 1997.

Molinsky, Steven and Bill Bliss. Word by Word Picture Dictionary, Canadian Edition. Toronto: Prentice Hall Allyn and Bacon, 1997.

Molinsky, Steven and Bill Bliss. Word by Word Beginning Workbook, Canadian Edition. Toronto: Prentice Hall Allyn and Bacon, 1997.

Mollica, Anthony. Crossword Puzzles for Beginners. Welland, Ontario: Editions Soleil, 1988. (Box 847, Welland, Ont.)

Nishio, Yvonne Wong. Longman ESL Literacy. Second Edition. White Plains, NY: Addison Wesley Longman, 1998.

O'Malley, J. Michael and Lorraine Valdez Pierce. Authentic Assessment for English Language Learners: Practical Approaches for Teachers. Addison Wesley, 1997.

Parnwell, E.C. and Maggie Grennan. The *Canadian* Oxford Picture Dictionary. Toronto: Oxford University Press, 1998.

Software

The Rosetta Stone, Fairfield Language Technologies
122 South Main Street, Harrisonburg, Virginia 22801
1-800-788-0822 for Ontario distributors

-an interactive, multi-media language practice program for beginning ESL learners, which provides activities in listening comprehension, reading, speaking and writing

Activity #1: About Me

Time: 120 minutes
Description: Through the creation of a welcoming classroom environment, students will acquire some beginning English patterns for introductions, in order to introduce themselves to each other. They will demonstrate knowledge of the English alphabet, as well as a beginning familiarity with alphabetical order.

Strands and Expectations

Strands: Oral and Visual Communication; Reading; Writing; Social and Cultural Competence.
Overall Expectations: AORV.01X✤, AORV.02X, AORV.04X, AREV.03X✤, AWRV.02X, ASCV.02X.
Specific Expectations: AOR1.03X, 1.05X, 2.02X, 2.04X, 3.03X✤, 4.03X, ARE3.01X✤, 3.03X✤, AWR2.01X, 2.05X, ASC1.02X.

Planning Notes

- Items needed for this activity: Polaroid camera, name tags, post-it notes, coloured string, pushpins, large world map.
- To order the short, non-narrative video Alphabet, call the National Film Board at 1-800-267-7710.
- Strategies to help create a welcoming classroom environment include: being at the door to greet the students as they arrive; having your name printed clearly and placed prominently in the class; posting commercially available multilingual welcome posters, and having brochures about the community and support resources in English and other languages where available.
- For complementary activities on introductions and greetings from course texts, see: Canadian Concepts 1, Canadian Concepts 2, Grammar Connections 1, Side by Side, Secondary School Edition, Book 1, A Canadian Conversation Book, Thematic Activities for Beginners in English.
- This activity includes taking Polaroid photos of all the students: teachers need to be sensitive to any student's reluctance to participate in having their picture taken.
- Teachers may want to take a few minutes to check students' timetables to determine appropriate placement for their level of English proficiency.

Prior Knowledge Required

- Knowledge of the English alphabet and ability to copy some English words and phrases. Some students may not have familiarity with the English alphabet and will need extra time and practice.

Teaching/Learning Strategies

1. After introducing yourself, draw students' attention to a visual which contains the pattern *My name is* ____________ . *I am from* __________ . Model this pattern, and encourage students to practice. Distribute a blank chart which will help students record all their classmates' names and countries of origin. Students will circulate, introduce themselves to each other, and complete the organizer.
2. Take pictures of all students with the Polaroid camera. Students will attach these photos to the large world map with string leading from their country of origin. Students will copy onto post-it

notes (or index cards) the introduction pattern, along with their name in their first language. Affix these notes or cards under the students' photos.

3. Together with the class, prepare a pie graph showing the percentage of students from each continent and post in the classroom.
4. Do some activities to allow students to demonstrate their proficiency with the English alphabet: e.g., alphabet Bingo; letter identification and matching; upper and lower case identification; flash cards; cloze exercises.
5. Show the non-narrative NFB video Alphabet. The class can engage in a variety of learning strategies such as calling out names of objects which appear in the film; creating a written list of the objects; categorizing and classifying the objects; focusing on the order of letters in the alphabet, etc.
6. Alphabetical order can be practised through various strategies such as: students line up in alphabetical order of first/last name and/or country of origin; students alphabetize name cards or lists, etc. Ordinal numbers can be introduced at this time, using either the line-ups or word lists.
7. Individually, in pairs and/or groups, students will prepare posters or friezes of their first language alphabets, share with their classmates, and post around the room.

Assessment/Evaluation Techniques

1. Oral introductions in front of the class. (Formative)
2. Alphabetization of a list of classmates' names in written form. (Summative)

Accommodations/Special Needs

- Pair students with the same first language background.
- Pair students who have less familiarity with the English alphabet with students who are more familiar with it.
- Scribe for individual students as needed.
- Alphabet practice for literacy students could include overwriting, underwriting and copying letters (as in Longman ESL Literacy or A Writing Book, English in Everyday Life) and alphabet recognition listening practice (as in Before Book One).
- More advanced students could work to create a pie graph according to initials of first names in the class, or they could alphabetize countries of origin and other word lists.

Resources

Videotapes

Alphabet, Robert Verrall, National Film Board of Canada, 6 min. 13 sec., order # 0166 044.

Activity #2: The Classroom

Time: 180 minutes

Description: Students will learn the vocabulary of classroom objects. They will practise English patterns such as simple present forms of the verb *to have*, *this is*, *what* questions and some ordinal numbers to describe their school timetable. This activity also includes consolidation of knowledge of English alphabetical order.

Strands and Expectations

Strands: Oral and Visual Communication; Reading; Writing; Social and Cultural Competence.
Overall Expectations: AORV.01X✤, AORV.02X✤, AORV.04X, AREV.03X✤, AWRV.02X, ASCV.02X.
Specific Expectations: AOR1.01X✤, 1.03X, 1.05X, 1.06X, 2.01X✤, 2.02X, 4.02X; ARE1.03X, 2.01X✤, 2.02X, 3.02X, 3.03X, 3.04X✤; AWR2.01X, 2.03X, 2.05X, 2.07X, 2.08X; ASC2.04X.

Planning Notes

- The classroom should be labelled with large word cards highlighting a variety of common classroom items and objects such as: desk, chair, chalkboard, cupboard, clock, window, computer, bulletin board, pencil sharpener, etc.
- A collection of classroom objects should be assembled on a tray in advance.
- Make an overhead transparency of a student timetable.
- Complementary activities for learning classroom vocabulary can be found in Canadian Concepts 1, Canadian Concepts 2, Great Beginnings, A Canadian Conversation Book, Canadian Oxford Picture Dictionary and Beginner's Workbook, Thematic Activities for Beginners in English.
- One of the teaching strategies in this activity is Total Physical Response. TPR is a language teaching methodology in which students physically respond to oral directions without having to answer verbally. It is particularly useful for beginning language learners.

Prior Knowledge Required

- English alphabetization skills and some familiarity with ordinal numbers

Teaching/Learning Strategies

1. Familiarize students with major classroom vocabulary items using the labelled word cards around the room, as well as drawings/pictures of classrooms such as can be found in Canadian Concepts 1, Canadian Concepts 2, or The Canadian Oxford Picture Dictionary.
2. Have students remove all the word cards around the room, and negotiate a line-up based on alphabetical order of all the classroom vocabulary on the cards. After this, students work in pairs to re-attach the word cards around the classroom.
3. Place a number of classroom articles such as a pen, pencil, eraser, ruler, binder, workbook, etc. on a tray. Model and teach vocabulary using the pattern *This is a* _____. Then do a Total Physical Response exercise in which students are asked to take various items off the tray (*Pick up a pencil.*) and then put items back. Other actions such as passing, hiding, etc., can also be done using the items (*Give Jamal the ruler.)*
4. Give each student a picture of a classroom object (e.g, from Great Beginnings). Model the pattern: *I have a* ________. *Sasha has a* ________. *What do you have?* Students circulate around the class to do an information gap activity to determine the objects everyone has. As they complete the activity, they fill in an organizer on the following model: ____________ *has a* ____________.
   ____________ *has an* _________.
5. Using an overhead transparency of a student timetable, introduce vocabulary such as *period, subject, class*, etc. Model and teach ordinal numbers: *I have math first period (second, third, last).* Do a class survey with a visual organizer: __________ *has* __________ *last period.* Days of the week can be introduced at this point.

Assessment/Evaluation Techniques

1. Orally identify objects in the classroom. (Formative)
2. Complete a diagram or picture with names of classroom objects, or match pictures to words. (Summative)
3. Complete a cloze exercise with missing grammatical structures (e.g., *have, has*), or classroom vocabulary. (Summative)

Accommodations/Special Needs

- Provide extra opportunities for practising vocabulary and structures.
- Assign a partner who speaks the same first language if possible.
- Scribe for individual students as needed.
- Literacy students underwrite names of classroom objects, match pictures with word cards, and sort word cards by first letter.
- Longman ESL Literacy contains a unit on the school.

Resources

1. Wick, Walter. I Spy: School Days. Toronto: Scholastic, 1995.
   -an excellent picture book for a read-aloud

Activity #3: The School

Time: 180 minutes

Description: Through a tour of the school facilities, students will develop English language skills relating to school personnel and activities. They will create their first language experience story, focusing on simple sentence formation. Students will practise some simple formal greetings as they gather information from brief interactions with key school personnel.

Strands and Expectations

Strands: Oral and Visual, Reading, Writing, Social and Cultural Competence.
Overall Expectations: AORV.01X✤, AORV.02X✤, AORV.03X, AORV.04X; AREV.02X, AREV.03X✤; AWRV.01X✤, AWRV.02X; ASCV.02X✤.
Specific Expectations: AOR1.01X✤, AOR2.01X✤, 2.02X, 2.04X, 3.01X, 3.02X, 3.03X, 3.04X, 3.05X, 4.02X; ARE1.01X, 1.02X,1.03X, 2.01X✤, 2.02X✤, 3.02X, 3.04X, 4.01X; AWR1.01X, 2.03X, 2.07X✤, 2.08X✤; ASC2.01X, 2.02X✤, 2.03X, 2.04X✤, 2.05X.

Planning Notes

- Items needed for this activity: overhead transparency of the school map, word cards printed with school locations, Polaroid camera, large roll of paper or taped together sheets of chart paper, markers, school agenda books.
- In advance, let all school staff know that ESLAO students will be touring the school and collecting signatures and basic information from a number of key school personnel.
- Arrange for the principal or vice-principal to visit the class. Prepare her/him for the students' beginning level of English proficiency, and for the types of questions they will be asking by submitting a list of questions brainstormed by the class in advance of the visit.

- Complementary language activities can be found in the following course texts: Grammar Connections 1, Canadian Concepts 1, Canadian Concepts 2, Side By Side, Secondary School Edition, Book 1, Word by Word Beginning Workbook.

Prior Knowledge Required

- classroom vocabulary
- beginning introductions, simple questions, simple present of verbs *to be* and *to have*

Teaching/Learning Strategies

1. Brainstorm rooms/locations/places in the school and compile in a web or chart. Using an overhead transparency, familiarize students with the layout of their school. Distribute a blank map of the school which includes room numbers, but not room names.
2. Take the class on a tour of the school. As key locations are visited, hold up word cards with the names of the locations. Point out emergency routes and exits for fire drills, as well as other safety concerns around the school where appropriate. Make the students aware of appropriate behaviour and speech volume in different locations around the school. Have students complete the blank school map as they progress on the tour and take pictures of each other in various locations with the Polaroid camera. Back in the classroom, use a long roll of paper or vertically arranged sheets of chart paper to draw an enlarged school plan, and have students label this map and attach the photos.
3. Using the school tour, the class will generate their initial language experience story to be recorded on chart paper. Exploit the language experience story with the students using a variety of consolidating activities such as: copying the story in their journals; choral reading; vocabulary review; cloze exercises; isolating phonetics and spelling points; ordering sentence strips and cut-up sentences with pocket charts; taping the story for the classroom listening centre; categorizing according to first, second, third floor, etc.
4. Brainstorm a list of questions that the students will ask the principal/vice-principal during the guest visit. Give these questions to the administrator in advance. Host the principal or vice-principal or other key person for a guest visit.
5. Brainstorm a list of staff jobs around the school. Create a web including these jobs and some basic responsibilities and activities associated with them. Focus on the simple present tense of verbs. Students will now begin to compile a "career list" of jobs and associated activities which can be posted in the room on charts, as well as recorded in their notebooks.
6. Introduce and model some basic expressions for social interaction and greetings, such as *Hi. How are you? Nice to meet you*, etc. Roleplay for classroom practice using a jigsaw strategy with role cards for students in groups of five, and an overall organizing chart. (Appendix 1) Then in pairs, students will visit key school personnel such as administrators, the attendance secretary, caretaker, cafeteria attendant, teacher-librarian, guidance counsellor, etc. Students will complete a similar organizer
   while they collect information over several class periods.
7. Brainstorm a list of classroom and school rules. Post prominently. Briefly go over emergency procedures such as fire drills, exits, etc. Record and post the list. Reinforce both these texts with a variety of language practice activities such as choral reading, classifying, word matching, etc.
8. Using the school agenda book, teach vocabulary such as today, tomorrow, next week, weekend, days of the week.
9. Brainstorm reasons for being late or absent. Draft a model late/absence note for the students. Small groups of students work together to prepare sample notes based on role cards with late/absence situations.

Assessment/Evaluation Techniques

1. Fully complete visual organizer compiled through the visits to school personnel. (Formative)
2. In small groups, create an alphabet poster of vocabulary associated with the school. (This can also be done in a multilingual version). (Formative)
3. Using a blank agenda book or timetable format, students complete a teacher prepared listening exercise based on vocabulary learned. (Summative)

Accommodations/Special Needs

- Students match visuals of school personnel jobs to responsibilities or match names of school objects/locations to corresponding visuals.
- Teacher or peers scribe for individual students as necessary.
- Literacy students practise word recognition and phonics with the large word cards from the school tour.
- Begin to compile a wall chart with sentences and visuals of classroom instructions such as *Please sit down, Please close your books, Raise your hand, please.*
- Longman ESL Literacy contains a unit on the school.

Resources

1. Young, Ed. Seven Blind Mice. Toronto: Scholastic, 1992. -good read-aloud for days of the week
2. Wick, Walter. I Spy: School Days. Toronto, Scholastic, 1995.

Activity #4: The Family

Time: 180 minutes

Description: Students will learn the names of members of the family and some formal ways of addressing people. They will answer *who*, *how many*, and *yes/no questions,* and study possessive and plural forms of nouns.

Strands and Expectations

Strand: Oral and Visual Communication
Overall Expectations: AORV.01X✤, AORV.02X✤, AORV.03X
Specific Expectations: AOR1.O1X, AOR1.02X, AOR1.05X, AOR2.01X✤, AOR2.02X✤, AOR3.01X, AOR3.03X

Strand: Reading
Overall Expectations: AREV.O1X, AREV.02X✤, AREV.03X✤
Specific Expectations: ARE1.02X✤, ARE201X✤, ARE2.02X, ARE2.03X, ARE3.04X✤, ARE3.05X

Strand: Writing
Overall Expectations: AWRV.01X, AWRV02X✤
Specific Expectations: AWR1.02X, AWR2.02X✤, AWR2.03X✤, AWR2.05X, AWR2.06X, AWR2.07X, AWR2.08X

Strand: Social and Cultural Competence
Overall Expectations: ASCV.02X
Specific Expectations: ASC1.03X

Planning Notes

- While students are in the process of acquiring the fundamentals of English, teachers must recognize their diverse histories. Many of our immigrant and refugee students are experiencing family loss due to war, trauma and separation; others are reuniting with family members after a significant period of time. Teachers must be sensitive to these realities, as well as to the varieties of family structures that our students come from and to the possibility that they may be reluctant to discuss their backgrounds.
- In an effort to be as inclusive as possible, teachers can define the family as "....any large or small group of people living together for love and security." From: The Bias Assessor: a Framework for Identifying Bias in Learning Materials, Ontario Curriculum Clearinghouse, 1998.
- Assemble a variety of visual materials that reflect a diversity of family backgrounds, ethnicities and cultures such as: photos, newspaper and magazine illustrations, books, and posters. (See resources.)
- Materials required for this activity include: a transparency projector, markers, experience paper.
- Complementary language practice activities on the family can be found in Canadian Concepts 1, Canadian Concepts 2, Grammar Connections 1, A Canadian Conversation Book , Side By Side, Secondary Edition, Book 1, Word by Word Beginning Workbook, 101 Illustrated Crossword Puzzles.

Prior Knowledge Required

- Classroom and school vocabulary
- *Yes/no* questions
- Verb *to be*

Teaching/ Learning Strategies

1. Bring in a variety of visual materials showing different families. Brainstorm the vocabulary of the names of family members on the chalk board. Using a visual organizer (*T* graph), separate the family members into male or female groups. Vocabulary can be reinforced by completing exercises in beginner ESL texts as listed in the planning notes.
2. Introduce the definition of family as mentioned in the planning notes. Describe one of the families in the visuals and write a model paragraph about it on chart paper. Give small groups of students a different picture. Using the teacher's model, the students write a paragraph describing the illustrated family. Students practise describing their illustrated family in small groups. (jigsaw)
3. On an overhead transparency, use a graphic organizer to map family members (family tree). Focus on these grammatical structures: plural and possessive forms of nouns, questions: *who, how many, yes/no*. Using a blank graphic organizer such as a family tree or chart, students copy down the information. Where comfortable, students may complete another one that reflects their family, naming the members.
4. On the chalk board, record the names of the students' teachers and other school personnel. Brainstorm formal ways of addressing people (Mr., Ms., Miss, Mrs.). Have students survey teachers to find out their preferred forms of address, and share this information with the class. Exercises such as those found in Grammar Connections 1 will reinforce this concept.
5. Have students share the formal ways of addressing people that are used in their language and compare them to English conventions, noting similarities and differences.

Assessment/Evaluation Techniques

1. Using a *T chart* graphic organizer, students list five male and five female family members. (Summative)
2. Students give oral presentations on the illustrated family in strategy #2. (Formative)
3. Students are given a family tree of a hypothetical family, with the full names of each member. Have students answer *yes/no/how many*, and *who* questions, and demonstrate the use of the possessive and plural forms of nouns. (Summative)

Accommodations/Special Needs

- Scribe for individual students as needed.
- Literacy students match word cards to visuals and practise word recognition.
- Write an experience story based on a hypothetical family.
- Longman ESL Literacy contains a unit on the family.

Resources

- Clay, Rebecca. Ties That Bind.: Family In Community. Woodbridge: Blackbirch Press, 1996.
- Hausherr, Rosemarie. Celebrating Families. New York: Scholastic, 1997.
- Jenness, Aylette. Families: A Celebration Of Diversity, Commitment and Love. Boston: Houghton, Mifflin, 1990.
- Super, Gretchen. What Kind Of Family Do You Have? Frederick, Maryland: Twenty-First Century Books, 1991.
- Tremblay, Helene. Families of the World: The Americas and the Caribbean. New York: Farrar, Straus and Giroux, 1988.
- Tremblay, Helene. Families of the World: East Asia, Southeast Asia and the Pacific. New York: Farrar, Straus and Giroux, 1990.

Activity # 5: The Home

Time: 180 minutes
Description: Students will complete personal identification forms including mailing addresses. They will learn household vocabulary and associated verbs. Grammatical points to focus on include: *where* questions, possessive pronouns, prepositions of location, and third person singular and the negative form of the verb *to be.*

Strands and Expectations

Strand: Oral and Visual Communication
Overall Expectations: AORV.01X✤, AORV.02X✤
Specific Expectations: AOR1.01X, AOR2.01X✤, AOR2.02X✤, AOR3.05X

Strand: Reading
Overall Expectations: AREV.03X✤, AREV.04X

Specific Expectations: ARE1.02X✤, ARE2.01X✤, ARE2.02X, ARE2.03X, ARE3.02X, ARE3.03X, ARE3.04X✤, ARE3.05X, ARE4.01X

Strand: Writing
Overall Expectations: AWRV.01X✤, AWRV.02X✤
Specific Expectations: AWR1.01X, AWR1.02X✤, AWR1.03X✤, AWR2.03X✤, AWR2.05X✤, AWR2.06X✤, AWR2.07X✤, AWR2.08X

Strand: Social and Cultural Competence
Overall Expectations: ASCV.02X
Specific Expectations: ASC2.05X, ASC2.06X

Planning Notes

- Students live in a wide variety of accommodations. Some may be self conscious about their present living conditions. Teachers need to be sensitive to these feelings.
- An excellent resource for extension activities about living conditions around the world is Material World: A Global Family Portrait by Peter Menzel. The photographic essays depict the material goods belonging to families around the world. Some vocabulary of comparison and contrast can be introduced in a thoughtful way through the use of this book.
- Materials needed for this activity include: transparencies and an overhead projector, blank wallet identification cards, flash cards with a variety of addresses, postal code book, blank envelopes, pictures of furniture and appliances from a variety of sources, change of address forms from Canada Post outlets, and a 3-ring binder for the picture dictionary.
- Complementary language practice activities on the home can be found in Canadian Concepts 2, Grammar Connections 1, A Canadian Conversation Book, Word by Word Beginning Workbook, 101 Illustrated Crossword Puzzles, Canadian Oxford Picture Dictionary Beginner's Workbook.

Prior Knowledge Required

- Vocabulary relating to personal information
- Verb *to be*
- *Yes/no* questions
- Alphabetical order

Teaching/Learning Strategies

1. Using a transparency of a blank identification form, model how to complete it, using the school's address. Using a transparency from the corresponding page of the postal code book, model how to locate the school's postal code. Focus on the term: *odd/even* numbers and how buildings are numbered on streets. On a separate transparency, model how to complete a mailing address on an envelope. Refer to texts such as: A Writing Book, English in Everyday Life Book 1 for examples.
2. Group students and give out address flash cards where the postal code is missing. Using the postal code book, students find the correct postal code and complete a blank envelope with the full mailing address. Alternatively, students can access Canada Post's Internet site: www.canadapost.
3. Using a transparency of a blank change of address form, model how to complete it. Give students blank change of address forms. Have each student complete one.
4. Brainstorm different types of housing accommodation and the names of rooms in a home. Provide a variety of visuals to illustrate them. Teach new vocabulary using the visual materials. Use additional exercises such as: matching, cloze, flash cards to reinforce new vocabulary.

5. Working in groups, have students generate a list of classroom furniture. Create a master class list on the chalk board. Invite students to identify which items can also be found in the home. Using pictures introduce new furniture and appliance vocabulary. Divide the class in groups. Assign different rooms to each. Have each group create a labelled collage of drawings and illustrations on a page for the class picture dictionary. Using the pages, review new vocabulary. Later, have students place the pictures in the class binder in alphabetical order.
6. Post the student-created pictures around the class. Using a Venn diagram, teach *same and different* by comparing the furniture and appliances between two rooms of the home.
7. Using one picture of a room, model a descriptive paragraph, focusing on prepositions of location. Teach the conventions of writing using the modeled paragraph. Focus on: capitalization, punctuation, indenting, and other relevant writing conventions. Students should copy the teacher's modeled paragraph into their notebooks. Reinforce prepositions of location by using exercises in the suggested texts.
8. Using magazines and illustrations, students create a visual interior arrangement of an ideal room. Students write a descriptive paragraph based on the teacher's model, and present their visual and written work to the class (or in small groups). See Appendix 2 for a rubric to assess this project.
9. Generate a list of jobs performed in different rooms of the home. Show pictures of people performing these tasks. Using verbs such as: *cook, wash, clean, study, sleep*, and *iron*. Model the third person singular.

Assessment/Evaluation Techniques

1. Complete personal information forms, change of address forms and envelopes with full addresses. (Summative)
2. Quiz: Label rooms, furniture, and appliances in the home. (Formative)
3. Quiz: Complete a cloze activity on prepositions of location . (Formative)
4. Assessment of Ideal Room (see rubric in Appendix 2) (Summative)

Accommodations/Special Needs

- Scribe for individual students as needed.
- Literacy students practice word recognition and phonics with large word cards and visuals.
- Literacy students can do a group dictated story for the ideal room project, instead of an individual paragraph.
- More advanced students can write an experience story on the jobs performed in his/her home.
- Practise prepositions of location with a TPR activity: *Put the book under the desk,* etc.
- Complete a bilingual picture dictionary of items in the home.

Resources

Menzel, Peter. Material World: A Global Family Portrait. San Francisco: Sierra Club Books, 1994.

Activity # 6: The Neighbourhood

Time: 240 minutes

Description

Students will develop English language skills to describe the neighbourhood and begin to understand and give directions. They will focus on connectors/transition words and past tense verbs.

Strands and Expectations

Strand: Oral and Visual Communication
Overall Expectations: AORV.01X✤, AORV.02X, AORV.03X
Specific Expectations: AOR1.03X✤, AOR1.06X, AOR2.01X✤, AOR2.04X

Strand: Reading
Overall Expectations: AREV.01X, AREV.02X, AREV.03X✤
Specific Expectations: ARE1.01X, ARE1.02X, ARE1.03X✤, ARE2.01X✤

Strand: Writing
Overall Expectations: AWRV.01X✤, AWRV.02X
Specific Expectations: AWR1.01X, AWR2.03X, AWR2.09X✤

Strand: Social and Cultural Competence
Overall Expectations: ASCV.02X✤
Specific Expectations: ASC2.01X✤, ASC2.05X

Planning Notes

- Students will complete an assignment requiring them to interview various members of the community. Prepare a letter for distribution, explaining the activity in full. Students can distribute it as they complete the assignment.
- The teacher will need to create a blank graphic organizer with these headings: address, phone number, hours of operation, activities.
- Complementary language practice activities can be found in Canadian Concepts 1, Canadian Concepts 2, Word by Word Beginning Workbook, Canadian Oxford Picture Dictionary Beginner's Workbook, A Canadian Conversation Book, Side by Side, Secondary Edition, Book 1.

Prior Knowledge Required

- Verb *to be*
- Prepositions of place

Teaching/Learning Strategies

1. Brainstorm a web with students to assess prior knowledge about what they see around them as they walk to school. Categorize the vocabulary into headings such as: parks, businesses, community buildings (library, hospital, fire hall, police station, housing). Refer to: The Canadian Oxford Picture Dictionary, or A Canadian Conversation Book for excellent visuals and additional exercises. Using visuals from a variety of sources, introduce new vocabulary to add to the headings created in the brainstorming activity.

2. Take the students on a walk around the neighbourhood to reinforce new vocabulary, consolidate orientation to the community, and highlight safety issues. This is also an excellent opportunity to begin a discussion on environmental concerns such as littering, recycling, and respect for private and public property.
3. Create a language experience story based on the walk. Focus on: connectors /transition words (*first, next, after, then, finally*); directions (*left* and *right*); simple past tense.
4. As a class, create and label a large, simplified map of the community.
5. Using the large class-created community map, model giving directions from one place on the map to another. Encourage students to ask questions about how to get to various locations, and elicit student responses in giving specific directions.
6. Have students practise giving directions with a barrier/ information gap game. Provide each pair of students with partially completed maps A and B of the community. Students trade information orally about their maps, retrieving missing information from each other. At the end, students can share their maps with each other to determine accuracy.
7. Community Directory Project: Give students an assignment to find out about stores, libraries, the post office, and community services in the neighborhood. Have paired students find specific information and record it on a teacher-prepared graphic organizer. Have students find the following information: address, telephone number, hours of operation, and two things that can be done in a given location. Compile each pair's organizer into a class community directory. Alternatively, the information could be compiled on a database or spreadsheet program by the students.

Assessment/Evaluation Techniques

1. Listening quiz: From the teacher's oral directions, students plot various locations on a labelled map. (Formative and Summative)
2. Evaluate the community directory project. (Summative)

Accommodations/Special Needs

- Pair students who speak the same first language.
- Provide scribing assistance for students with weaker literacy skills.
- Write an experience story about the community interview.
- Literacy learners practise phonics and match visuals with word cards.

Resources

Cohen, Caren Lee. Where's the Fly? New York: Greenwillow Books, 1996.
Jenkins, Steve. Looking Down. New York: Houghton Mifflin, 1995.
- two good read-alouds on the neighbourhood

Activity #7: Transportation

Time: 120 minutes

Description: Students will learn the English vocabulary for different modes of transportation, road signs, and shapes. They will discuss road safety, focusing on the grammatical structures *must/must not, can/cannot.*

Strands and Expectations

Strand: Oral and Visual Communication
Overall Expectations: AORV.01X✤, AORV.02X✤, AORV.03X
Specific Expectations: AOR1.03X, AOR1.04X✤, AOR1.05X, AOR2.01X✤, AOR2.02X✤

Strand: Reading
Overall Expectations: AREV.02X✤, AREV.03X
Specific Expectations: ARE1.03X✤, ARE2.01X✤, ARE2.02X, ARE2.03X, ARE3.02X, ARE3.04X✤

Strand: Writing
Overall Expectations: AWRV.01X, AWRV.02X✤
Specific Expectations: AWR2.02X, AWR2.03X✤, AWR2.04, AWR2.06X

Strand: Social and Cultural Competence
Overall Expectations: ASCV.02X
Specific Expectations: ASC2.01X

Prior Knowledge Required

- Verb *to be*
- Simple past tense
- Prepositions of place
- Questions: *where, yes/no, how*

Planning Notes

- Materials required for this activity include: transparencies and an overhead projector, community maps, traffic signs, copies of the Ministry of Transportation's Driver Education Handbook.
- Prepare a set of road sign flash cards.
- Complementary language practice activities can be found in A Canadian Conversation Book, People Express, Word by Word Beginning Workbook, Canadian Oxford Picture Dictionary Beginner's Workbook, Side by Side, Secondary Edition, Book 1.

Teaching/Learning Strategies

1. Brainstorm and web different modes of transportation and vehicles such as: cars, trucks, taxis, buses, train systems, streetcars, bicycles. Focus on verbs associated with transportation and transit vocabulary such as: *entrance, exit, front, rear, exact change, fare, coin, token, transfer, ticket, platform, turnstile, crowded, seat, driver, safe, dangerous; get on/off, pay, turn, go, drive, walk, stop*.
2. Survey students regarding their mode of transportation to school: (by car, by foot, by public transit...) Bar graph the students' responses. The community map could be used to illustrate their routes.
3. Using a *T*-chart, have students compare how they get to school now with how they got to school in their country of origin or last country of residence. Focus on the simple past tense.
4. Introduce a map of the city/town/region. Model directions to a specific destination. Write them down and have students copy into their notebooks. Orally and/or in writing, have students provide directions to get to a specific location by foot, public transport, etc. This can be completed in pairs or individually.

5. Provide students with a worksheet of a variety of common road signs. Using a matching overhead, teach the meanings of each sign. Using flash cards with each road sign, have students state what they must do when encountering the sign. Focus on: *must/mustn't; can/can't.*
6. Shapes: Using the road signs, teach the different shapes: octagon, triangle, rectangle, square, circle, diamond. Have students label their road sign worksheet with shape vocabulary. The Ministry of Transportation's Driver Handbook can be used as a resource to reinforce the vocabulary.

Assessment/Evaluation Techniques

1. Oral summary about the route students take to come from home to school every day.(Formative)
2. Students locate five road signs in the community, giving their exact location (*at the corner of ____*) The teacher models an example of his/her expectations: example: *I saw a stop sign on the corner of _____ and ____*.(Formative)
3. For each shape, student gather the names of any five items with the same shape. (Formative)
4. Test based on the activities presented in the first unit. The test could contain written, oral and listening components. (Summative)

Accommodations/Special Needs

- Pair students who speak the same first language.
- Provide scribing assistance for students with weaker literacy skills.
- Develop with the students a language experience story about route taken to school.
- Focus on environmental print in the community, as a complement to signs.

Resources

Hoban, Tana. Shapes, Shapes, Shapes. New York, Greenwillow Books, 1986.
Hoban, Tana. So Many Circles, So Many Sqaures, New York: Greenwillow Books, 1998.
-Two excellent books of photographs to elicit talk about shapes.
Ontario Ministry of Transportation, Driver's Handbook.

APPENDIX 1: Role Cards for School Jobs/Responsibilities Jigsaw

Gurpreet Singh
Attendance Secretary
I work in the main office.
I keep lists of students who are absent.
I collect late and absence notes.

Margaret Bullock
Caretaker
The caretakers have their own room, but I work all over the school.
I keep the school safe and clean.
I repair the electricity.

Robert Chan
Teacher-Librarian
I work in the Resource Centre.
I help students find books and information.
I buy books and software for the Resource Centre.

Fatima Oporto
Guidance Counsellor
I work in the Student Services office.
I help students choose their courses.
I talk to students about their problems and concerns.

Maurice Labelle
Vice-Principal
I work in the main office, and all over the school.
I make sure students follow school rules for appropriate behaviour.
I help students settle conflicts.

Job	Name	Location of Work	Two Work Activities	Signature

APPENDIX 2

RUBRIC FOR ASSESSING THE CREATION OF AN IDEAL ROOM
(ESLAO: UNIT 1 - ACTIVITY 5)

Student Prepared Visual of an Ideal Room				
Categories	**50-59% Level 1**	**60-69% Level 2**	**70-79% Level 3**	**80-100% Level 4**
Knowledge/ Understanding -understands design of floor plan	**The student demonstrates** limited understanding of design of floor plan	some understanding of design of floor plan	considerable understanding of design of floor plan	thorough understanding of design of floor plan
Thinking/ Inquiry -selects appropriate furnishings	**The student demonstrates** limited selection of appropriate furnishings	some selection of appropriate furnishings	considerable selection of appropriate furnishings	thorough selection of appropriate furnishings
Application -demonstrates neatness and organization of visual	**The student demonstrates** limited neatness and organization of visual	some neatness and organization of visual	considerable neatness and organization of visual	thorough neatness and organization of visual

APPENDIX 2 - cont'd

RUBRIC FOR ASSESSING THE CREATION OF AN IDEAL ROOM
(ESLAO: UNIT 1 - ACTIVITY 5)

Written Paragraph				
Categories	**50-59%** **Level 1**	**60-69%** **Level 2**	**70-79%** **Level 3**	**80-100%** **Level 4**
Knowledge/ Understanding	**The student demonstrates**			
-uses appropriate home furnishing vocabulary	limited use of appropriate vocabulary	some use of appropriate vocabulary	considerable use of appropriate vocabulary	thorough use of appropriate vocabulary
-uses prepositions of location correctly	limited use of location prepositions	some use of location prepositions	considerable use of location prepositions	thorough use of location prepositions
Thinking/ Inquiry	**The student demonstrates**			
-content of paragraph reflects the visual	limited content reflecting visual	some content reflecting visual	considerable content reflecting visual	thorough content reflecting visual
Communication	**The student demonstrates**			
-uses writing conventions: capitals, periods, spelling, present tense of verb *to be*	limited use of writing conventions	some use of writing conventions	considerable use of writing conventions	thorough use of writing conventions
Application	**The student demonstrates**			
-uses sentence structure to reflect teacher modelled paragraph in new context	limited sentence structure reflecting model	some sentence structure reflecting model	considerable sentence structure reflecting model	thorough sentence structure reflecting model

APPENDIX 2 - cont'd

RUBRIC FOR ASSESSING THE CREATION OF AN IDEAL ROOM (ESLAO: UNIT 1 - ACTIVITY 5)

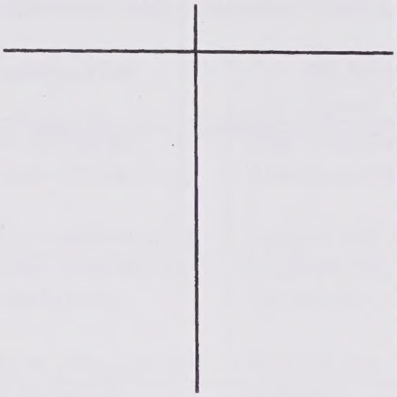
Oral Presentation				
Categories	**50-59%** **Level 1**	**60-69%** **Level 2**	**70-79%** **Level 3**	**80-100%** **Level 4**
Knowledge/ Understanding	**The student demonstrates**			
-uses appropriate home furnishing vocabulary	limited use of appropriate vocabulary	some use of appropriate vocabulary	considerable use of appropriate vocabulary	thorough use of appropriate vocabulary
-uses prepositions of location correctly	limited use of location prepositions	some use of location prepositions	considerable use of location prepositions	thorough use of location prepositions
Communication	**The student demonstrates**			
-uses oral language to describe the written/visual	limited use of oral language to describe the written/visual	some use of oral language to describe the written/visual	considerable use of oral language to describe the written/visual	thorough use of oral language to describe the written/visual
Application	**The student demonstrates**			
-uses present tense of the verb *to be*	limited use of present tense of the verb *to be*	some use of present tense of the verb *to be*	considerable use of present tense of the verb *to be*	thorough use of present tense of the verb *to be*

APPENDIX 3: Reading Log

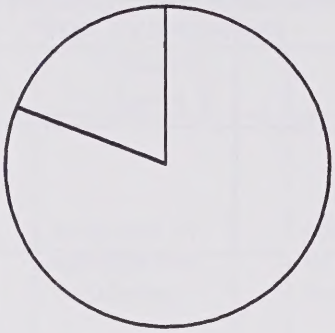
Title	Author	Date Started	Date Finished	About this Book

APPENDIX 4: Graphic Organizers

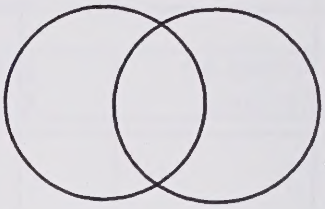
T Chart



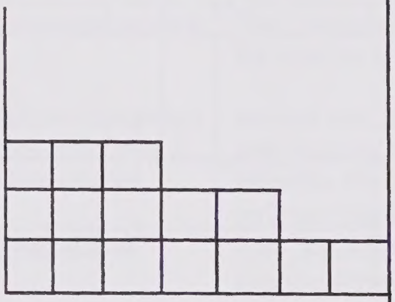
Pie Graph



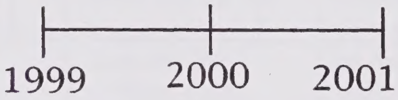
Venn Diagram



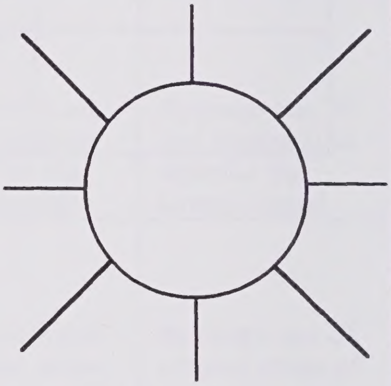
Bar Graph



Time Line



Web



Unit #2: A Time For All Seasons

Time: 20 hours
Unit Developers: Jane Campbell, Hazel Excell, Denise Gordon, Jane Hill, Elaine Iannuzziello, Paula Markus, Eleanor Minuk, Jane Sims, Ero Siouga, Betty Ann Taylor.

Development Date: April, 1999

Unit Description

In this unit, students will acquire essential English language structures to describe the passage of time, the seasons, and celebrations in Canada. Students will be able to locate and extract information in reference materials and from media works. Through studying Canada's common customs and holidays, students will demonstrate the ability to use simple English sentences in oral and written communication, including personal likes and dislikes.

Strands and Expectations:

Strand: Oral and Visual Communication
Overall Expectations: AORV.01X, AORV.02X, AORV.04X
Specific Expectations: AOR1.01X, AOR1.02X, AOR1.04X, AOR1.05X, AOR2.01X, AOR2.02X, AOR2.03X, AOR3.06X, AOR4.01X, AOR4.03X

Strand: Reading
Overall Expectations: AREV.01X, AREV.02X, AREV.03X, AREV.04X
Specific Expectations: ARE1.04X, ARE2.01X, ARE3.04X, ARE3.05X, ARE4.02X

Strand: Writing
Overall Expectations: AWRV.01X, AWRV.02X
Specific Expectations: AWR1.01X, AWR1.02X, AWR1.04X, AWR2.01X, AWR2.04X, AWR2.05X, AWR2.06X, AWR2.07X

Strand: Social and Cultural Competence
Overall Expectations: ASCV. 01X, ASCV.02X
Specific Expectations: ASC1.01X, ASC1.03X, ASC2.04X, ASC2.05X, ASC2.07X

Activity Titles (Time + Sequence)

Activity 1	What is the Date?	4 hours
Activity 2	What Time is It?	3 hours
Activity 3	Weather and Seasons	4 hours
Activity 4	The International Weather Scene	3 hours
Activity 5	What are you Wearing?	2 hours
Activity 6	Celebrations	4 hours

Prior Knowledge Required

- knowledge of the English alphabet and ability to copy English words and phrases
- familiarity with the school and school routine
- an initial vocabulary of words related to identity, the classroom, the school, the family, the home and some methods of transportation
- awareness of the question and answer language pattern and a beginning comprehension of simple verb tenses and personal pronouns

Unit Planning Notes

Most students will have mastered the critical skills required for this unit such as telling time, filling in a calendar, and discussing celebrations in their first language. To enhance cognitive development students should be given opportunities to use their first language and then explain their ideas in English. In this unit, using their first language, students will make a birthday or greeting card, write about a celebration in their country of origin and contribute to the creation of a picture dictionary of clothing. To make the picture dictionary more meaningful for the students, arrangements could be made ahead of time to have representatives from the class present this book to a much younger class at a nearby elementary school.

Teachers will wish to make arrangements for the class to have access to computers; students will be creating spread sheets and entering information from the Internet into selected fields.

For practice in listening to other voices, teachers may wish to ask friends or colleagues to tape scripted weather reports. In the resources there are listed many picture and simple story books. These books are available at many public libraries. Reading stories to beginning language learners is an important teaching strategy to foster literacy skills in English.

Teaching and Learning Strategies

Think/Pair/Share, language experience stories, worksheets (fill in the blanks, matching, word search, cloze, scrambled words, modelling language patterns), small group work, use of overhead projector, guided writing, pre reading and post reading exercises, guest visits, audio tapes, visual materials, information technology, word processing, Internet searches, activity centres, teacher read-alouds, silent reading, viewing videos, community surveys, making a collage, language games, student created books, journals, sharing languages and cultures.

Assessment/Evaluation Techniques

Activity	Type	Tool	Categories
Activity 1	Formative Summative	Class Birthday Chart Vocabulary Quiz	Comm/Application Knowledge
Activity 2	Formative Summative	Dictation Morning Routine Time Vocabulary Quiz	Know/Thinking Knowledge
Activity 3	Formative Summative	Seasons Collage Dates/Time/Weather Test	Think/Comm/App Know/Thinking
Activity 4	Summative Formative Summative	Postcard Task Computer Skills Mastery Weather Spread Sheet	Know/Think/Comm/App Know/Think/App Know/Think/App
Activity 5	Summative Summative Formative	Multilingual Book Pages Clothing Poster Self-Evaluation of Group Work Skills	Know/Think/Comm Know/Comm/App Comm/Thinking
Activity 6	Formative Summative	First Language Paragraph Graphic Organizer	Know/Comm Know/Think/Comm/App

Expectations which are assessed through the assessment tools for each activity are denoted by the iconic symbol ✜ in the activity expectation lists.

Resources

Acosta, Joan. Canada, Coast to Coast, Second Edition. Toronto: ITP Nelson Canada, 1999.
Acosta, Joan. Coast to Coast Reader. Vancouver: Douglas and McIntyre, 1987.
Bailey, Cindy. Start up Multiculturalism. Markham: Pembroke Press, 1991.
Berish, Lynda, and Thibaudeau, Sandra. Canadian Concepts Books 1 and 2. Toronto: Prentice Hall Allyn and Bacon, 1997.
Berish, Lynda; Thibandeau,Sandra; and Wilson, Maria De Rosa. Grammar Connections 1. Toronto: Prentice Hall Regents, 1995.
Carver, Tina Kasloff; Fotinos, Sandra Douglas; and Cooper, Clarice. A Canadian Conversation Book One. 2nd ed. Toronto: Prentice Hall Allyn and Bacon,1997.
Carver, Tina Kasloff; Fotinos, Sandra Douglas; and Olson, C.K. A Writing Book, English in Everyday Life. New Jersey: Prentice Hall Regent 1998.
Chabot, John. 101 Illustrated Crossword Puzzles. Virgil, Ontario: Full Blast Productions, 1994. (These materials are reproducible)
Chabot, John. Thematic Activities for Beginners in English. Virgil, Ontario: Full Blast Productions.
Grennan, Maggie. The *Canadian* Oxford Picture Dictionary, Beginner's Workbook, Toronto: Oxford University Press, 1997.
Hadfield, Jill. Elementary Communication Games. England: Addison Wesley Longman, 1984.
Langevin, D., Macchia, J.P., Ladner, T., and Offenhim, S. When's the Next Holiday? 2nd ed. Toronto: Canadian Resources for ESL, 1996. (These materials are reproducible)
Lipszyc, Carol. People Express. Don Mills: Oxford University Press, 1996.
Metropolitan Toronto School Board. Great Beginnings: ESL in the Junior Division, Suggestions for Classroom Teachers, 1990. (Now the Toronto District School Board)
Molinsky , Steven, and Bliss, Bill. Line By Line Book 1 . Toronto: Prentice Hall, 1983.
Molinsky , Steven, and Bliss, Bill. Side by Side Secondary School Edition, Book 1. Toronto: Prentice Hall, 1997.
Nishio, Yvonne Wong. Longman ESL Literacy, Second Edition. White Plains, NY: Addison Wesley Longman, 1998.

O'Malley, J. Michael and Lorraine Valdez Pierce. Authentic Assessment for English Language Learners: Practical Approaches for Teachers. Addison Wesley, 1997.
Parnwell, E.C. and Grennan, Maggie. The *Canadian* Oxford Picture Dictionary. New York: Oxford University Press, 1998.

Multicultural Calendars
Multicultural Calendar. Creative Cultural Communications, 99 Harbour Square, Suite 2108, Toronto, M5J 2H2. (Website : www.multicultural calendar.com)

Multifaith Calendar Distributed by Unity Arts, 1-800-465-3287

Video
Seasons. Dan Gibson Productions. Solitudes, 1131A Leslie Street, Suite 500, Toronto, M3C 3L8. (416 510-2800).

Websites
www.multicultural calendar.com
HHTP://www.oise.utoronto.ca/~aweinrib/sle/esl.httml. This website provides links to ESL professional development sites while offering interestimg activities for students. Highlights include: Canadian Language Benchmark Literacy Assessments, Centre for Canadian Language Benchmarks, Computer Resources for ESL, TESL Ontario, TESL Canada, and Dave's ESL Cafe.

Activity #1: What is the date?

Time: 240 minutes

Description: The calendar, personal and national celebrations will be the vehicles for English language development in this activity. Students will practise simple questions and answers. They will create a birthday or greeting card for a friend using their first language. They will read short passages and be introduced to two national holidays in Canada. The grammatical focus will be reviewing the question and answer pattern and learning to use the simple past of the verb *to be*.

Strands and Expectations

Strand: Oral and Visual Communication
Overall Expectations: AORV.01X✤, AORV.02X✤,
Specific Expectations: AOR1.01X, AOR1.02X, AOR1.04X✤, AOR1.05X, AOR2.01X, AOR2.02X, AOR3.06X

Strand: Reading
Overall Expectations: AREV.01X✤
Specific Expectations: ARE3.05X✤

Strand: Writing
Overall Expectations: AWRV.02X✤
Specific Expectations: AWR1.02X, AWR1.04X✤, AWR2.01X, AWR2.05X✤, AWR2.06X, AWR2.07X

Strand: Social and Cultural Competence
Overall Expectations: ASCV.01X✤
Specific Expectations: ASC1.01X✤, ASC1.03X✤

Planning Notes

- Materials required for this activity include a calendar, student agendas, a template of a calendar month on an overhead, an overhead projector, flash cards, construction paper, markers and a draw program on a computer.
- Prepare a set of flash cards of the names of the months.
- Complementary language practice activities can be found in Canadian Concepts 1, Grammar Connections 1, A Canadian Conversation Book, Elementary Communication Games, Great Beginnings, Word by Word Beginning Workbook, Canadian Oxford Picture Dictionary Beginner's Workbook.
- This activity includes reference to students' birthdays. Occasionally, some students may be uncomfortable with revealing or talking about their birthdays. In some cultures, the concept of celebrating a birthday is viewed differently. Teachers will need to be aware of and sensitive to these possibilities.

Prior Knowledge Required

- names of the days of the week and numbers
- simple sentences and questions using the verb *to be*
- reading headings and filling in a chart

Teaching/Learning Strategies

1. Provide students with a blank master of a calendar month. Using an overhead fill in the names of days of the week, number the squares consecutively and place the name of the month at the top. Review the names of the days of the week and review numbers for students who are still not familiar with this vocabulary. Teach the names of the twelve months. Select listening and speaking activities from a selection of beginner ESL texts to practice this vocabulary. Also introduce the words, *yesterday*, *today* and *tomorrow* and teach the simple past of the verb *to be*. Model: *Yesterday was Tuesday. Friday I was sick.* etc. Students will do a short vocabulary quiz to show their mastery of the vocabulary of the calendar.

2. Using a calendar for the year, record students' birth dates. Review the ordinal numbers taught during orientation to the timetable and teach the rest of the ordinal numbers to thirty-first. Have students form sentences stating their month and day of birth. In small groups have students complete a chart listing the names and birth dates of each member in the group in calendar order, January to December. Model the question forms: *When is your birthday?* and *How old are you?* This chart will be assessed for accuracy and completeness. Students might write a simple journal entry describing their last birthday celebration. Once again, be aware of cultural differences in valuing the celebration of birthdays.

3. To reinforce the continuing validity of the students' first languages, have students make a birthday or other type of greeting card for a fellow student or friend. If there is a computer in the room, some students might like to use a draw program to complete this task.

4. Using the concept of personal birthdays, present the concept of a national birthday. Give students a short passage about Canada's birthday; such a passage can be found in beginner ESL reading texts. (Refer to Unit 4, Canada Coast to Coast Read the passage aloud while the students follow silently. Ask students to identify words they do not understand and try to infer the meaning from the text. Have the class read the passage together and then ask for individual volunteers. Next, ask specific concrete questions about the passage such as : *When did Canada become a country? How many colonies joined together to form Canada?* etc.
After the students have read the passage several times and can answer the content questions accurately, convert the passage to a cloze activity to reinforce vocabulary.

5. See Appendix #1: **Queen Victoria's Birthday**. This passage may be used to reinforce the reading strategies taught through Canada's Birthday. To convert this to a cloze exercise take out key words and provide students with a list of vocabulary to choose from. The passage could also be used as a quiz.

Assessment/ Evaluation Techniques

1. Chart listing names and birth dates for completeness and accuracy (Formative)
2. Vocabulary quiz relating to reading passages (Summative)

Accommodations/Special Needs

- have a supply of picture dictionaries to assist visual learners
- scribe for individual students as necessary
- underwriting, overwriting, copying words for literacy students
- tape **Canada's Birthday** and **Queen Victoria's Birthday** passages for listening centre
- Appendix 1 may be used for either remediation or enrichment
- students might wish to make monthly templates on the classroom computer
- Longman ESL Literacy, Unit 4 contains literacy activities based on the calendar.

Resources

Acosta, Joan. Canada, Coast to Coast, Toronto: ITP Nelson Canada, 1999

Activity #2 : What Time is It?

Time: 180 minutes
Description: Students will learn to express time in English; they will learn language associated with daily routines and write a teacher-directed paragraph. Students will be guided through stages such as finding appropriate words, writing sentences and then linking them to produce a complete text. They will also practice listening to times or schedules in recorded messages. The grammatical focus will be reviewing the third person singular form of common verbs.

Strands and Expectations

Strand: Oral and Visual Communication
Overall Expectations: AORV.01X, AORV.02X✤, AORV.04X
Specific Expectations: AOR1.04X, AOR1.05X✤, AOR2.01X, AOR2.02X

Strand: Reading
Overall Expectations: AREV.02X✤
Specific Expectations: ARE1.04X✤, ARE2.01X

Strand: Writing
Overall Expectations: AWRV.02X✤
Specific Expectations: AWR1.01X, AWR1.02X✤, AWR2.01X, AWR2.05X, AWR2.06X, AWR2.07X

Strand: Social and Cultural Competence
Overall Expectations: ASCV.02X
Specific Expectations: ASC2.04X

Planning Notes

- It is possible to purchase a rubber stamp of a blank clock face from suppliers of educational materials.
- To reinforce listening skills, students will be calling locations which offer a prerecorded message. Many cities now have access to ***Talking Yellow Pages*** which provide a wealth of amusing or practical information. However, any source that would have a prerecorded message may be used. Choose a site, phone ahead and transcribe the message. Make a modified cloze exercise based on this script. Select other sites for students to call.
- Complementary language practice activities on telling time can be found in Canadian Concepts 1, Canadian Concepts 2, Grammar Connections 1, A Canadian Conversation Book, Elementary Communication Games, Word by Word Beginning Workbook, Canadian Oxford Picture Dictionary Beginner's Workbook.

- Materials required for this activity include a clock or a demonstration clock with movable hands (a reproducible one is available in Longman ESL Literacy), a variety of pictures of people performing daily tasks in the home, file cards, multiple drawings of clock faces, telephone books or newspapers which list places in the community. Pictures used for the daily routine task should represent the cultural diversity of Canadian society.

Prior Knowledge Required

- knowledge of numbers in English
- recognize verbs used in daily routines

Teaching/Learning Strategies

1. Teach students how to tell time in English including time vocabulary: *o'clock, morning, noon, afternoon, evening, night, midnight, dawn, alarm clock, wake up, sleep,* etc. Using a variety of oral and written activities and language games from beginner ESL texts, have students practice this vocabulary. To assess acquisition of time vocabulary, give a short quiz matching times to pictures, telling the time on clock faces, etc.

2. Move on to daily routines and reintroduce simple action verbs, present tense, which were used in Unit 1, Activity #5. Divide students into small groups and have students match pictures to written sentences; then students write the sentences in the correct order. Cloze passages, fill in the blanks, matching times in column A with appropriate verbs in column B; there are many ways to practise these skills.

3. Read The Day of Ahmed's Secret aloud to the class. Discuss how each day he had a set routine. Brainstorm the morning routine of the students. Teacher will record the routines on the board in point form. Have students number the entries in chronological order. Demonstrate a time line visual, using the steps in the morning routine.
   Students then compose sentences in the third person using the points on the board. The class then puts the sentences in paragraph form using such words as *first, next, after, then, finally,* to establish chronological order. Students then copy the paragraph into their notebooks and prepare for a short dictation of a routine. This will be written in the next class.

4. Once students are familiar with telling time, discuss Daylight Savings Time, Standard Time and time zones. Students can practise this concept by playing games devised by the teacher or using exercises found in beginner ESL texts. An excellent story book to read to students at this time is Nine O'clock Lullaby by Marilyn Singer. This book depicts what various people are doing at one moment in real time across the time zones of the globe.

5. Introduce this next strategy by reading a transcribed phone message to the class. Then distribute the modified cloze exercise of the transcribed message. After students have listened to the message read again and have them complete the cloze exercise. Choose one site in the Talking Yellow Pages section of the telephone book under Entertainment. Explain to the students how to use the phone to reach the site and ask students to listen for the specific starting times of a film or television program, etc. Have all students phone the same site and compare information in class the next day. To practice this listening activity, students could phone different sites during the next week or so. Information gathered may be added to the Community Directory begun in Unit 1, Activity # 6.

Assessment / Evaluation Techniques

- dictation of passage describing morning routine of a student (Formative)
- quiz on time vocabulary (Summative)

Accommodations/Special Needs

- as enrichment, students could call other locations in the community to discover opening and closing hours, times of theatre showings etc.
- scribe personal routines of students who are not yet able to write in English
- tape the two story books for practice at the listening centre
- literacy learners could complete a teacher made pattern book with the pattern *At seven o'clock I...At nine o'clock I...*
- Longman ESL Literacy, Unit 3, contains literacy activities related to numbers and telling time.

Resources

Anno, Mitsumasa, et al. All in a Day. New York: Philomel Books, 1986. Another good read aloud.
Heide, Florence, and Gilliland, Judith. The Day of Ahmed's Secret. New York: Lothrop, Lee and Shepard Books.
Singer, Marilyn. Nine O'clock Lullaby. Harper Trophy, 1991.

Activity #3: Weather and Seasons

Time: 240 minutes
Description: Students will focus on weather as a vehicle for English language learning. They will view a video, practise listening to weather announcements from the radio and gather information from a short televised weather report. They will learn to transfer and record information on a graph. They will review the material at activity centres to prepare for a major class test. The grammatical focus will be teaching present continuous verbs and adjectives associated with weather and seasons.

Strands and Expectations

Strand: Oral and Visual Communication
Overall Expectations: AORV.01X, AORV.02X✤, AORV.04X✤
Specific Expectations: AOR1.05X, AOR2.01X✤, AOR2.02X, AOR4.01X✤, AOR4.03X

Strand: Reading
Overall Expectations: AREV.04X✤
Specific Expectations: ARE1.04X, ARE2.01X, ARE4.02X✤

Strand: Writing
Overall Expectations: AWRV.01X✤
Specific Expectations: AWR1.04X✤

Strand: Social and Cultural Competence
Overall Expectations: ASCV.02X✣
Specific Expectations: ASC2.05X✣

Planning Notes

- Preview a video such as Seasons which depicts the four seasons in Canada and has very little narration.
- Prepare several audio tapes of weather forecasts. To help students get used to listening to a variety of voices, ask colleagues or friends to tape one or two of these.
- Arrange to have access to a television to view the weather forecasts for several days.
- The materials required for this activity include a template of a temperature grid, a selection of pictures depicting the four seasons, and a collection of graphics depicting weather terminology such as *sunny, partly cloudy,* etc. These can be obtained from newspaper weather maps.
- An outdoor thermometer could be a useful aid in this activity.
- Complementary language practice activities on weather and seasons can be found in Canadian Concepts 1, Canadian Concepts 2, Grammar Connections 1, Great Beginnings, 101 Illustrated Crossword Puzzles, Word by Word Beginning Workbook, Oxford Canadian Picture Dictionary Beginner's Workbook, A Canadian Conversation Book.

Prior Knowledge Required

- vocabulary associated with telling time and daily routines
- mastery of the vocabulary of numbers

Teaching/Learning Strategies

1. Prepare students for a video showing how the weather in Canada changes during the year. Introduce the concept of seasons. Watch a video showing the four seasons in Canada. Divide the class in four groups and have each group create and label a collage of their drawings and illustrations on one page depicting a season for the picture dictionary. Provide samples of collages from other subject areas to model expectations for the students.
2. Teach the vocabulary and graphics associated with weather and seasons: *temperature, sunny, cloudy, snow, rainfall, partly sunny, winds, windchill, freezing, Fahrenheit, Celsius, degrees*, etc. Have students match graphics to adjectives describing the weather. Such exercises are found in many beginning level ESL texts. For the next week or two record the daily temperature on a classroom graph. Students should have their own copy in their notebooks. Also record the daily weather on a calendar each day.
3. Using prerecorded audio tapes of weather reports, have students practise answering questions based on these presentations. View a televised weather report with students; elicit key information orally after the report. The following day provide students with a chart to be completed while they watch the program again.
4. To practise the vocabulary and skills in this section of the unit and to prepare for a test, have students complete the following six activities at centres set up around the classroom:
    - answer questions based on audio-recorded weather reports
    - complete a cloze exercise on a passage of writing about the weather
    - accurately record ten temperatures on a grid
    - draw faces on clocks to record listed times
    - match weather graphics to appropriate vocabulary
    - place sentences about a daily routine in order
5. The day before the actual test, give a mock test to the class. Review the kinds of questions that will be included and provide samples of all questions and what the assessment criteria will be.

Accommodations/Special Needs

- for more advanced students, rotate a globe to explain how seasons are determined and teach scientific terms such as: *equinox, winter and summer solstice*
- in small groups, have students write and tape a weather forecast for the next day
- have a written script of the prerecorded audio tapes at the listening centre
- use a beginner literacy text such as People Express , Unit 7 to reinforce language structures

Assessment / Evaluation Techniques

1. Test on dates, time and weather (Summative)
2. Seasons collage (Formative)

Resources

Dillon, Leo and Diane. To Everything There is a Season. Toronto: The Blue Sky Press (a division of Scholastic), 1998. An illustrated read-aloud of the biblical verse.
Lipszyc, Carol. People Express. Don Mills: Oxford University Press, 1996.
Rucki, Ani. When the Earth Wakes. Toronto: Scholastic, 1998. A simple and poetic passage through the seasons.

Video
Seasons. Dan Gibson Productions. Solitudes, 1131A Leslie Street, Suite 500, Toronto, M3C 3L8. (416 510-2800).

Activity #4: The International Weather Scene

Time: 240 minutes
Description: Students will learn to describe the weather, read weather maps and locate information in lists. They will become familiar with terms such as *air quality, UV readings and precipitation.* They will write a short message about the weather to a friend in another country and begin to edit their own compositions.
Using a spreadsheet students will record information located on the Internet. Students will also begin a list of careers associated with weather. The grammatical focus will be reviewing adjectives, learning to use the comparative and superlative forms of adjectives and beginning to learn to use the future tense.

Strands and Expectations

Strand: Oral and Visual Communication
Overall Expectations: AORV.04X✤
Specific Expectations: AOR1.04X, AOR2.02X✤, AOR2.03X✤, AOR4.01X✤

Strand: Reading
Overall Expectations: AREV.04X✤
Specific Expectations: ARE4.04X✤

Strand: Writing
Overall Expectations: AWRV.01X✤
Specific Expectations: AWR1.02X✤, AWR1.04X, AWR2.05X✤

Strand: Social and Cultural Competence
Overall Expectations: ASCV.01X✤, ASCV.02X
Specific Expectations: ASC1.03X✤, ASC2.02X

Planning Notes

- Make arrangements to use computers with access to the Internet during this activity; since specific web sites tend to change from day to day, check a source such as the periodical Classroom Connect or use a search engine to locate a site before starting the lesson.
- Become familiar with making spreadsheets using three or four fields.
- Materials required for this activity include file cards for recording short messages, a copy of an international weather report (such as that found in a national paper), copies of Appendix 2. Composition Checklist and a spreadsheet program.
- Complementary language practice activities on weather and seasons are the same as in planning notes for Activity #3.

Prior Knowledge Required

- vocabulary of weather, numbers and temperatures

Teaching/Learning Strategies

1. Photocopy an international weather map and a list of temperatures in major cities around the world. Teach the vocabulary of the headings on the weather report, e.g. *precipitation, almanac, UV readings, air quality*, etc. Review listening skills *What is the temperature in ______?* Introduce comparatives and superlatives: *Where is the hottest place? Which is hotter?* Model answers, *hotter than* and *colder than.*

2. Give class a word search, crossword puzzle or other language game using weather vocabulary. Students will add to their Career List, begun in Unit 1, Activity #3, occupations pertaining to weather such as cartographer, meteorologist, announcer, forecaster, snowplow operator, Hydro repair person, etc.

3. Using file cards, have students write a postcard to a friend describing the weather to-day. This card should then be addressed fully and correctly, using the skills learned in Unit 1, Activity #5. After the teacher models the text of a postcard, students must write a paragraph in complete sentences to describe the weather to their friends. This description should include their personal opinion of the weather. Before handing their postcards to the teacher, students should use the Composition checklist to edit their work. See Appendix 2.

4. Introduce the future tense of the verb *to be.* Model: *The temperature in Halifax will be .....* Give students a worksheet with questions such as: *What will the temperature be in Halifax on Monday?* A possible journal topic may be a prediction of what the weather will be the next day.

5. Select one of the Weather web sites and begin by researching the temperatures in Canada and moving on to temperatures in students' countries of origin. Using a spreadsheet, set up fields for

city, days of the week, average /mean temperature or other additional details. Students must record information in the correct field for several days.

Assessment / Evaluation Techniques

1. Assessment of postcard task. See rubric in Appendix 3. (Summative)
2. Mastery of spread sheet and skills associated with online literacy. (Formative)
3. Assess spreadsheet (Summative)

Accommodations/Special Needs

- Students who are more computer literate should assist students with limited computer skills.
- Scribe for individual students as needed.
- For literacy students, bring in samples of written postcards to use as models.
- Literacy students can practice word recognition with large word cards and visuals.

Resources

Internet Sites
Weather Website: www.theweathernetwork.com

Activity #5: What Are You Wearing?

Time: 120 minutes
Description: Students will develop language structures pertaining to clothing, especially seasonal clothing. They will become familiar with seasonal clothing safety issues such as frostbite, sunstroke, etc. Students will create a multilingual picture book and will practise descriptive writing. The grammatical focus will be on learning descriptive adjectives associated with clothing, and reviewing present continuous verbs.

Strands and Expectations

Strand: Oral and Visual Communication
Overall Expectations: AORV.02X✤
Specific Expectations: AOR1.04X✤, AOR1.05X, AOR2.01X

Strand: Reading
Overall Expectations: AREV.02X
Specific Expectations: ARE2.01X

Strand: Writing
Overall Expectations: AWRV.01X✤, AWRV.02X
Specific Expectations: AWR1.02X✤, AWR2.07X✤

Strand: Social and Cultural Competence
Overall Expectations: ASCV.01X, ASCV.02X✤
Specific Expectations: ASC1.02X✤, ASC2.07X✤

Planning Notes

- Materials required for this activity include: a Polaroid camera, clothing advertisements and catalogues, a scrap book, glue sticks and coloured pens.
- Some students may want to draw a picture of themselves rather than have their picture taken.
- Complementary language practice activities on clothing can be found in Canadian Concepts 1, Canadian Concepts 2, A Canadian Conversation Book, 101 Illustrated Crossword Puzzles, Word by Word Beginning Workbook, Oxford Canadian Picture Dictionary Beginners Workbook.
- A simple clothing related reading selection is in Canada, Coast to Coast, Unit 27: *Teens Love These T-Shirts*.

Prior Knowledge Required

- Use of present continuous
- Question and answer patterns
- Comparative and superlative forms of adjectives

Teaching/Learning Strategies

1. Have students make a multilingual clothing picture book. On each page there should be a picture of an article of clothing, its English name, and corresponding name(s) in the students' first languages. This book could be a gift for the local elementary school.

2. Using the Polaroid camera take a picture of the students in the room. Discuss descriptive words such as: *colours, textures, materials* etc. Use a matching exercise to reinforce descriptive adjectives, e.g. *big, small, dark, light*. Have each student compose a paragraph entitled: *I Am Wearing...* When complete these paragraphs should be shared with writing partners. Collect the pictures, shuffle them and redistribute among the class. This time students will write a new paragraph in the third person, describing what a classmate is wearing. When everyone is finished writing, students can make a poster which includes their own photograph or illustration, their paragraph and their classmate's paragraph.

3. Using two pictures, one of summer clothing and the other of winter attire, introduce the concepts of: *sunstroke and frostbite*. Have students label the necessary clothing and other items e.g. *sun hats, sunglasses, sun screen, sandals, gloves, scarves, boots etc.* to prevent these measures. Use exercises such as: *Who Wears What at Work,* and add professions to the list of careers.

4. Divide students into small groups and provide a supposed budget of $100.00 to purchase winter clothing. The group must decide by negotiating on one set list of clothes. Before the activity begins, model polite forms of disagreement and the language of negotiation. For example: *I think. . . , Could we. . . . , How about . . . ?* Students may also be reminded of the comparative and superlative forms of adjectives. Have students evaluate their performance by filling in a checklist of criteria that have been established beforehand in a class discussion. (See Appendix 4)

Assessment / Evaluation Techniques

1. Pages in the multilingual picture book. (Summative)
2. Posters: *I Am Wearing . . .* (Summative)
3. Student evaluation of negotiating and group work skills. (Formative) (See Appendix 4)

Accommodation/Special Needs

- Do information gap activities and games to reinforce learning of clothing vocabulary such as a "Concentration" game with word cards of various clothing items.
- Do a TPR listening activity where students colour in line drawings of clothing items with different colours according to the teacher's or a partner's instructions.
- Scribe for individual students as needed.
- Literacy students practise word recognition with word cards and visuals.
- Create a "living Venn diagram" on the floor with 2 hula hoops. Students place visuals of actual items of clothing in the circles by classifying according to winter/summer, male/female, and other distinctions.

Resources

Duvall, Jill D. Ms. Moja Makes Beautiful Clothes. New York: Children's Press, 1997. Read aloud.
Feder, Jane. Table, Chair, Bear: A Book in Many Languages. Boston: Houghton Mifflin, 1995. Colourful example of a multilingual picture book.
Gilman, Phoebe. Something from Nothing. Toronto: Scholastic, 1992. Patterned read aloud.
Hoban, Tana. Colors Everywhere. New York: Greenwillow Books, 1995. Read aloud.
Lipszyc, Carol. People Express. Don Mills: Oxford University Press, 1996. Unit 10.

Activity #6: Celebrations

Time: 240 minutes
Description: In this activity students will learn about Canadian celebrations and share information about celebrations in their countries of origin. They will review the language of time and dates. They will write in their first language and explain their writing in English. Additional time will be spent on this activity throughout the year as holidays occur.

Strands and Expectations

Strand: Oral and Visual Communication
Overall Expectations: AORV.01X✤
Specific Expectations: AOR1.04X✤, AOR1.05X

Strand: Reading
Overall Expectations: AREV.03X✤
Specific Expectations: ARE3.02X✤
Strand: Writing
Overall Expectations: AWRV.01X✤
Specific Expectations: AWR1.02X✤

Strand: Social and Cultural Competence
Overall Expectations: ASCV.01X✤
Specific Expectations: ASC1.01X✤, ASC1.03X✤

Planning Notes

- Materials required for this activity include: having a calendar to record annual Canadian celebrations, multicultural calendars and translation dictionaries. The Multifaith Calendar, is available from **Unity Arts**, phone: 1-800-465-3287
- Collect and display resources relating to holidays and celebrations around the world. (See resources.)
- A month by month generic calendar template can be found in Great Beginnings.
- Complementary language practice activities can be found in Canadian Concepts 1, Canadian Concepts 2, A Canadian Conversation Book, When's The Next Holiday?

Prior Knowledge Required

- Vocabulary of time and dates
- Familiarity with paragraph format

Teaching/Learning Strategies

1. Mark Canadian celebrations on the calendar beginning with New Year' s Day and ending with Boxing Day. Include non statutory holidays such as June 21: First Nations Day, October 31: Hallowe'en, etc. Choose the next approaching holiday and discuss: *date, symbols, clothes, customs, special foods, gifts* etc. that may be a part of this celebration. With the class develop a graphic organizer using these headings which students may then use with other celebrations.
2. Using a variety of exercises such as those found in beginner ESL texts, have students list holiday names, match pictures to dates, and discuss in pairs the specific features of a number of Canadian holidays. Have students volunteer how national birthdays are celebrated in their country of origin or select the Canadian New Year and ask how and when the new year is celebrated around the world. Remember to ask what year is currently being celebrated. Record this information on a class poster.
3. Post multicultural calendars on the wall and allow students time to look at them. Ask students to select a special day which is celebrated in their country. Give students two blank graphic organizers. Have them complete the organizer for the celebration of their choice in their first language. Using this organizer students can write a paragraph about the celebration in their first language. Let them know they will be asked to explain this celebration the next day in English. They will fill in a second graphic organizer using English words this time. Assess the composition written in the first language simply as done or not done.
4. In pairs, using the graphic organizer, have students explain their selected celebrations to each other. After they have explained to their partners ask for volunteers to explain their celebrations to the whole class.

Assessment / Evaluation Techniques

- Passage written in first language (Summative)
- Graphic organizer (Summative)

Accommodations/Special Needs

- Pair students who speak the same language.
- Provide scribing assistance as required.
- The inclusion of a written first language description of a national holiday will validate students' experience.

- Encourage the use of translation dictionaries to tell about their holidays in English.
- Collect and display visual resources depicting celebrations in other cultures.
- Students may wish to bring pictures or other materials associated with their celebration to show the class.

Resources

Chandler, Clare. Festivals: Harvest. Wayland Publishers, East Sussex, England, 1997. (Other titles in this series by various authors include Carnival, Chinese New Year, Christmas, Divali, Easter, Id-ul-Fitr, Passover.

Jackson, Alison. I Know an Old Lady Who Swallowed a Pie. New York: Dutton Children's Books, 1995. Patterned read aloud for the Thanksgiving holiday or any feasting occasion.

Kadodwala, Dilip. A World of Holidays: Divali. Austin, Texas: Steck-Vaughn, 1998.

(Other titles in this series by various authors include: All Saints, All Souls and Halloween; Carnival; Chinese New Year; Christmas; Easter; Hanukkah; Holi, Id-ul-Fitr; Passover; Thanksgiving.

Kindersley, Barnabas, and Kindersley, Anabel. Celebrations! Bolton, Ontario: Fenn Publishing and UNICEF, 1997.

Langevin, D.; Macchia, J.P.; Ladner, T.; and Offenhim, S. When's the Next Holiday? 2nd ed. Toronto: Canadian Resources for ESL, 1996.

Parry, Caroline. Let's Celebrate. Toronto: Kids Can Press, 1987.

Viesti, Joe and Hall, Diane. Celebrate in South Asia. N.Y.: Lothrop, Lee and Shepard, 1996.

Multicultural Calendar: Creative Cultural Communications 99 Harbour Square, Suite 2108, Toronto, Ontario. M5J 2H2.
Multifaith Calendar, Unity Arts, 1-800-465-3287
Websites www.multicultural calendar.com

Appendix #1

ESLAO: Unit #2, Activity 1: What is the Date?

Queen Victoria's Birthday

Before 1867 there were four colonies in Canada. Queen Victoria was the queen of Great Britain and the four colonies. Her birthday was May 24th. People in Britain and Canada celebrated her birthday.

In 1901 this celebration became a national holiday. Today we celebrate this holiday on the first Monday before May 25th. Many places in Ontario have fireworks, picnics and parades. This holiday is the first long weekend of the summer season.

1. Who was the Queen of Great Britain and the four colonies?
2. When was her birthday?
3. When do Canadians celebrate her birthday now?
4. How do Canadians celebrate this holiday?

Modified Cloze Passage:

Queen Victoria's Birthday

Before 1867 there were________ colonies in Canada. Queen Victoria was the queen of ____________________ and the four colonies. Her birthday was May _____. People in Britain and Canada celebrated her birthday.

In 1901 this celebration became a national ____________. Today we celebrate this holiday on the first ______________ before May 25th. Many places in Ontario have fireworks, picnics and parades. This holiday is the________long weekend of the summer season.

Words: first, holiday, four, 24th, Monday, Great Britain

Appendix 2

ESLAO: Unit #2, Activity 4: The International Weather Scene

Composition Checklist

a) Mechanics

- ☐ Capitalizes letters correctly
- ☐ Uses appropriate punctuation
- ☐ Spells words without errors
- ☐ Uses correct verb forms
- ☐ Writes address completely in the correct form

b) Form

- ☐ Indents first word of paragraph
- ☐ Uses margins
- ☐ Uses appropriate capital letters
- ☐ Writes one sentence after another
- ☐ Spaces correctly between words
- ☐ Writes legibly

c) Content

- ☐ Includes content appropriate to the topic
- ☐ Uses vocabulary about weather
- ☐ Expresses personal opinion

Appendix 3

ESLAO: Unit #2, Activity 4 - International Weather

RUBRIC FOR ASSESSING POST CARD TO A FRIEND

Categories	50-59%	60-69%	70-79%	80-100%
Knowledge/ Understanding -uses vocabulary associated with the weather: seasons, precipitation, temperature	**The student demonstrates:** limited use of weather vocabulary	some use of weather vocabulary	considerable use of weather vocabulary	thorough use of weather vocabulary
Thinking/ Inquiry -expresses personal opinion on weather	**The student demonstrates:** limited expression of personal opinion	some expression of personal opinion	considerable expression of personal opinion	thorough expression of personal opinion
Communication -uses correct form of addressing mail	**The student demonstrates:** limited use of correct form of addressing mail	some use of correct form of addressing mail	considerable use of correct form of addressing mail	thorough use of correct form of addressing mail
-uses writing conventions: simple present tense, periods, capitals, spelling, indents	limited use of writing conventions	some use of writing conventions	considerable use of writing conventions	thorough use of writing conventions
Application -addresses postcard completely and accurately	**The student demonstrates:** limited completion and accuracy with address	some completion and accuracy with address	considerable completion and accuracy with address	thorough completion and accuracy with address
-applies understanding of topic to content of postcard	limited understanding of topic to content of postcard	some understanding of topic to content of postcard	considerable understanding of topic to content of postcard	thorough understanding of topic to content of postcard

Appendix 4

ESLAO: Unit #2, Activity 5: What Are You Wearing?

Student Evaluation: Group Working Skills

Name:_______________________________ **Today's Date:**______________________

Names of Students in the Group:____

____

How often did you do the following things in your group today?

Circle the word ***yes, no*** **or** ***sometimes*** **for each:**

Task	Personal Opinion			Comment
1. I listened to others in my group.	A Lot	Never	Sometimes	
2. I asked for information.	A Lot	Never	Sometimes	
3. I gave information.	A Lot	Never	Sometimes	
4. I gave my opinion politely.	A Lot	Never	Sometimes	
5. I disagreed with others politely.	A Lot	Never	Sometimes	

Complete these sentences:

1. **I like to work in groups because:**____

____.

2. **I can**____.

3. **I want to improve**____.

4. **I need help with**____.

Unit 3: O Canada!

Time: 25 hours
Unit Developers: Jane Campbell, Hazel Excell, Michelle Flecker, Denise Gordon, Jane Hill, Paula Markus, Eleanor Minuk, Jane Sims, Betty Ann Taylor
Development Date: July 1999

Unit Description:

In this unit, students demonstrate knowledge of basic facts about Canada's geography and peoples. By using reference materials and media works, students obtain and record basic information in a variety of written forms, and develop a beginning awareness and appreciation of Canada's regional and cultural diversity. Students continue to add to their reading log begun in Unit 1 (Appendix 3).

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence
Overall Expectations: AORV.01X, AORV.02X, AORV.03X, AORV.04X; AREV.01X, AREV.02X, AREV.03X, AREV.04X; AWRV.01X, AWRV.02X; ASCV.01X, ASCV.02X.
Specific Expectations: AOR1.01X, 1.02X, 1.03X, 1.05X, 1.06X, 2.01X, 2.02X, 2.04X, 3.01X, 3.03X, 3.05X, 3.06X, 4.01X, 4.02X, 4.03X; ARE1.01X, 1.02X, 1.03X, 1.04X, 1.05X, 2.01X, 2.02X, 2.03X, 2.04X, 3.03X, 3.04X, 3.05X, 4.01X, 4.02X; AWR1.01X, 1.02X, 1.04X, 2.02X 2.03X, 2.05X, 2.06X, 2.07X, 2.08X, 2.09X; ASC1.01X, 1.02X, 1,03X, 2.05X, 2.06X, 2.07X, 2.08X.

Activity Titles (Time + Sequence)

Activity 1	One is Canada	1 hour
Activity 2	Provinces and Territories	4 hours
Activity 3	From Sea to Sea	5 hours
Activity 4	Moments in Canada's History	4 hours
Activity 5	Aboriginal Peoples	3 hours
Activity 6	Great Canadians	4 hours
Activity 7	O Canada	3 hours
Activity 8	Project Roundup	1 hour

Unit Planning Notes

- Assemble in advance a collection of print resources about Canada which are in easy-to-read English and are rich in visuals. Have this display of resources accessible throughout the unit. Suggestions for resources in easy English can be found in the unit resource list.
- The software program recommended in this unit is *Explore Canada: Canada's History and Geography in Plain English*. This CD-ROM has been especially written for learners of English as a Second Language on 2 levels of language proficiency - beginner and intermediate. The program includes basic information about Canada's geography, major events in Canadian history, and a dictionary with pronunciation models. A Teacher's Manual with sample lesson ideas is included. *Explore Canada* assumes no prior computer skills and includes a detailed introduction to using the CD-ROM as well as a mouse tutorial. Another software program which works well with *Explore Canada* is *Tense Buster*. This program allows you to create texts, cloze exercises, and grammar practice activities using textual material from *Explore Canada.*
- Many of the activities in this unit incorporate reading and writing work from the text *A Beginning Look at Canada*; a class set of this text is strongly recommended. More information is covered in *A*

Beginning Look at Canada than could possibly be touched on in this introductory unit. Other sections of the text are useful for enrichment, and can also be used for other levels of ESL courses.

- The assessment focus in this unit is the preparation of a small group research project based on some aspect of Canada's geography or history. Students should be given some time in each class period to work on their projects while the teacher monitors the group's progress and makes suggestions to help the group stay on track to meet the deadline for presentation of the project in Activity 8. If you have done research projects with beginning ESL students, it would be helpful to have these available as models.
- When forming the project groups, consider in advance the first languages and English proficiency levels of your students, and decide how to form the project groups according to class needs.
- Collect a sampling of projects representative of the various achievement levels as examples for future use.

Prior Knowledge Required

- awareness of the simple past tense and comparative forms of adjectives
- ability to write simple assertive English sentences
- ability to participate in classroom conversations on familiar topics with teacher support
- ability to locate key words in some simplified research materials

Teaching/Learning Strategies

- Class brainstorming, K-W-L chart, language experience stories, choral reading, information gap activities, modelled writing, journal writing, co-operative learning groups, teacher read-alouds, listening centre, graphic organizers, library research with print and software materials, viewing a video, preparing a student video, semantic webbing, songs, student created books, community surveys, Internet searches, reading comprehension exercises, simplified non-fiction materials, grammar exercises, sharing first languages and cultures.

Assessment/Evaluation Techniques

Activity	Type	Tool	Categories
Activity 2	Summative Summative	Map of Canada Quiz Past Tense Sentences	Knowledge, Communication Knowledge, Communication, Application
Activity 3	Formative Formative	Track Reading Selections Self-Evaluation: Group Work	Knowledge, Communication, Thinking Communication, Thinking, Application
Activity 5	Formative	Self-Evaluation: Group Work	Communication, Thinking, Application
Activity 6	Summative	Composition Checklist	Knowledge, Communication, Thinking, Application
Activity 8	Summative Formative	Rubric for O Canada Project Self-Assessment for O Canada Project	Knowledge, Communication, Thinking, Application Communication Thinking, Application

Resources

Acosta, Joan. *Canada Coast to Coast, Second Edition*. Toronto: ITP Nelson, 1999.

Beckett, Harry. *Ontario: Journey Across Canada*. Vero Beach, Florida: The Rourke Book Co., Inc., 1997.

Berish, Lynda and Sandra Thibaudeau. *Canadian Concepts, Books 1 and 2*. Toronto: Prentice Hall Allyn and Bacon, 1997.

Berish, Lynda, Sandra Thibaudeau, and Maria De Rosa Wilson. *Grammar Connections 1*. Toronto: Prentice Hall Allyn and Bacon, 1995.

Booth, David. *Images of Nature: Canadian Poets and the Group of Seven*. Toronto: Kids Can Press Ltd., 1995.

Fuchs, Marjorie. *The Oxford Picture Dictionary Canadian Edition, Beginning Workbook*. Toronto: Oxford University Press, 1999.

Greenwood, Barbara. *The Kids Book of Canada*. Toronto: Kids Can Press, 1997.

Harrison, Ted. *O Canada*. Toronto: Kids Can Press, 1992.

Kalman, Bobbie and Niki Walker. *Canada From A to Z*. Niagara-on-the-Lake: Crabtree Publishing Company, 1999.

Kaskens, Anne-Marie. *A Beginning Look at Canada*. Toronto: Prentice Hall Allyn and Bacon, 1998.

O'Malley, J. Michael and Lorraine Valdez Pierce. *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. Addison Wesley, 1997.

Lunn, Janet. *The Story of Canada*. Toronto: Lester Publishing/Key Porter Books, 1992.

Schemenauer, Elma. *A New True Book: Canada*. Chicago: Childrens Press, 1994.

Shapiro, Norma and Jayme Adelson-Goldstein. *The Oxford Picture Dictionary Canadian Edition*. Toronto: Oxford University Press, 1999.

Trottier, Maxine. *One is Canada*. Toronto: Harper Collins, 1999.

Suggested Read Alouds

Baccarat, David and Henry Ripplinger. *If you're not from the prairie...*Vancouver: Raincoast Books, 1993.

Bourdeau Waboose, Jan. *Morning on the Lake*. Toronto: Kids Can Press, 1997.

Littlechild, George, *This Land is My Land*. San Francisco: Children's Book Press, 1993

McGugan, Jim. *Josepha: A Prairie Boy's Story*. Red Deer, Alberta: Red Deer College Press, 1994

Moore, Yvette and Jo Bannatyne-Cugnet. *A Prairie Alphabet*. Toronto: Tundra Books, 1992.

Roache, Gordon. *A Halifax ABC*. Toronto: Tundra Books, 1987.

Ruurs, Margriet. *A Mountain Alphabet*. Toronto: Tundra Books, 1996.

Tetro, Marc. *The Royal Canadian Mounted Police*. Toronto: Scholastic Canada, 1994.

Wolfe, Art and Andrea Helman. *O is for Orca. A Pacific Northwest Alphabet Book*. Seattle: Sasquatch Books, 1995.

Software

Explore Canada: Canada's History and Geography in Plain Language.
Distributed by: NAS Educational Software Inc., 91 Heatherton Way, Thornhill, Ontario L4J 3E7
Telephone: (905) 764-8079 or 1 (800) 837-5343

Tense Buster. Clarity English Software. Also distributed by NAS Educational Software.

Web Sites

www.tvontario.org/canada
Students explore an interactive map of Canada and answer questions about history, geography, and pop culture. Ontario students may create their own web page and explain what it means for them to be Canadian. A dialogue is then initiated with youth around the world.

http://cgdi.gc.ca/ccatlas/atlas.htm
This site allows individual schools to create an atlas of their community with physical, economic, human, and historical geographic themes.

canada.gc.ca/canadiana/symb_e.html
Students may research information on 8 Canadian symbols (Origin of the Name, Canadian Flag, The Maple Tree, The Beaver, National Colours, etc). The descriptions are short and simple.

www.yahoo.ca
Enter the site Yahooligans for a variety of topics and images. Among the topics are Government and Canada in the Virtual Classroom - a basic but very informative description of the land and people of Canada, etc.

www.oise.utoronto.ca/~aweinrib/sle/esl.html
This site contains links to other sites for teacher reference.

Activity 1: One is Canada

Time: 60 minutes

Description

Students brainstorm their prior knowledge of Canada, and begin to organize it in a semantic web. Using the book *One is Canada*, students begin to compile key word lists of beginning concepts relating to Canadian geography, history, and culture and then choose topics for a group research project to be presented at the end of the unit.

Strand(s) and Expectations:

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence
Overall Expectations: AORV.01X, AORV.02X; AREV.02X; ASCV.01X.
Specific Expectations: AOR1.02, 1.03X, 1.05X, 2.01X; ARE2.04X; ASC1.02X.

Planning Notes

- Obtain the illustrated text *One is Canada*. Two or three copies of this book would be helpful for the class.
- This activity has been developed with *One is Canada* but another text about Canada could be substituted.
- This activity introduces the first ongoing research project of ESLAO. This group project requires students to focus on an event, personage, or group of people or national treasure such as our anthem or the Group of Seven artists. Students use print and non-print reference materials to research their chosen topic. They co-operatively prepare a poster which includes both pictorial and written material such as headings, captions, and short compositions on the topic, as well as a brief group oral presentation for the class on the selected topic. Through the various activities in this unit, students practise research skills which they then apply to their projects such as finding information through an index; table of contents and headings; using a template to note key information; and writing short, structured compositions. The poster, written material, and oral presentation are evaluated by means of a rubric (Appendix 4), with a group mark being assigned for each. The presentations occur on the

last day of the unit in Activity 8. These, and any additional guidelines for the group research project, are printed on chart paper, as well as on sheets for the students to consult as they work on their projects throughout the unit.

- If any posters are available from previous classes' work, these would serve as good models for the current students and can be used as examples of what is expected.

Materials Needed

- ten pieces of numbered chart paper, markers.

Prior Knowledge Required

- knowledge of numbers to 10
- ability to use verbs in the present tense
- familiarity with class brainstorming and sharing activities

Teaching/Learning Strategies

1. Lead the class in a brainstorming session on what they already know about Canada, and organize the information for students in a semantic web (see graphic organizers in Unit 1, Appendix 4) on the board or chart paper. Alternatively, use the sentence starter *Canada is*...to elicit information about Canada from students.
2. Introduce the book, *One is Canada*. As you share the book aloud, use the illustrations to draw upon students' prior knowledge and encourage students to predict what each number refers to in this illustrated counting book. Have 10 pieces of titled chart paper corresponding to the ten headings in the book. On each paper, record key words and their meanings, perhaps accompanied by sketches. Keep these 10 theme charts posted prominently throughout the unit and add to them regularly. Students may add the book title to their reading log.
3. Introduce the following theme areas which stem from *One is Canada*:
   - First Peoples
   - Regions of Canada
   - Provinces and Territories
   - Canadian History
   - Group of Seven
   - Immigration to Canada
   - Canada's National Anthem

   Project topics may be organized in other ways, such as by Canada's geographical regions or by provinces; select whatever theme areas suit the school and class needs.
4. Students choose or are assigned to project groups and prepare a project on their theme to be presented in Activity 8 at the end of the unit. (See planning notes for suggestions on what the project should consist of, or develop your own expectations for the project as needed.)
5. Present the guidelines for the project on chart paper and on handouts, and go over the rubric for the evaluation of the project (Appendix 4). The presentation of a rubric at the outset serves as a powerful guideline for the students' finished products.

Accommodations

- Prepare an audiotape of *One is Canada* and place it in the classroom listening centre.
- Try to make the project groups as heterogeneous as possible so that stronger and weaker students can work together.

Resources

Trottier, Maxine. *One is Canada*. Toronto: Harper Collins, 1999.

Activity 2: Provinces and Territories

Time: 240 minutes

Description

In this activity, students begin to use research books and software to gather some basic facts relating to Canada's provinces and territories. Through learning the names of the provinces and their capitals, students continue to practise the simple past tense. They also expand their knowledge of the simple past tense through the writing of a brief structured composition.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence
Overall Expectations: AORV.01X, AORV.02X, AORV.04X; AREV.01X, AREV.02X, AREV.04X, AWRV.01X, AWRV.02X❖; ASCV.01X❖.
Specific Expectations: AOR1.01X, 1.05X, 2.01X, 2.02X, ARE1.02X, 1.03X, 1.05X, 2.01X, 2.03X, 2.04X, 4.01X, 4.02X; AWR1.02X, 2.02X, 2.03X❖, 2.05X❖, 2.07X; ASC1.01X❖.

Planning Notes

- Beginning in this unit, students use the text *A Beginning Look at Canada* regularly. (A class set is strongly recommended.)
- Throughout the unit, incorporate some in-class planning time each day for students to work on their unit research projects. The research skill introduced in this activity is familiarity with simple reference materials about Canada.
- Photocopy Appendix 1, *When They Joined Confederation*, as well as Appendix 2, *Airline Flight Schedule Writing Assignment* for each student in the class.
- Students are to be familiar with the 24-hour clock for the Airline Flight Schedule.

Prior Knowledge Required

- familiarity with the use of capital letters for proper nouns
- familiarity with the formation of regular and irregular simple past tense forms
- familiarity with time connectors

Teaching/Learning Strategies

1. Review/teach the names of the provinces, the territories and their capitals. Begin by eliciting from students the provinces they know and write them on a blank overhead transparency outline map of Canada, or on a laminated Bristol board with a blank outline of Canada.
2. Have the students work through pages 7-13 in *A Beginning Look at Canada*, which contain brief readings and exercises about Canada's provinces and capitals.
3. Introduce the following key conceptual vocabulary for research about the provinces and territories: *area, population, date the province/territory joined Confederation*. Familiarize students with the classroom resource display on Canada and model for them how to locate a specific piece of information such as a province's population in several of the books and or/software and/or web sites. Students complete an organizer filling in the area, population, and date of entry into Confederation for each province and territory, using the resource materials available.
4. Students form pairs and receive either Part A or Part B of the information gap exercise on when each province entered Canadian Confederation (Appendix 1). They trade information without showing each other their papers until they have completed all the blanks on their sheets. This grammar practice, as well as the next, provides a focus for the simple past tense.

5. Use the *Airline Flight Schedule Writing Assignment* (Appendix 2) as a stimulus for students to form sentences using the simple past tense. Refer to the map of Canada to locate places on the itinerary. Students first work through the sentences orally, and then follow up with written practice. Model how to combine several sentences into a short structured composition using connectors such as *first, next, after, then* and *finally*.

Accommodations

- To reinforce alphabetical order, students sequence word cards of the provinces and capitals.
- Prepare an audiotape with the information about each province's area, population, and date of entry into Canada. Use with the organizer as an oral cloze exercise. Appendix 1 and/or 2 could also be done as an oral cloze.
- Students can use a jigsaw puzzle of Canada to reinforce the visual element of the map of Canada.
- Use the Composition Checklist from Unit 2.
- Prepare and post a sample time line with dates of entry into Confederation.

Assessment/Evaluation

- Label a map of Canada with the provinces and capitals. An oral test is also possible. (Summative)
- Students write past tense sentences based on a separate airline schedule prepared by the teacher. An oral test is also possible. (Summative)

Activity 3: From Sea to Sea

Time: 300 minutes

Description

Using a video that depicts the regions of Canada, students produce a collaborative language experience story summarizing the video. A comparison of Canada's regions reinforces further development of comparative and superlative forms in English. Students also engage in a choral reading activity based on a short rhyming book about Canada.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence
Overall Expectations: AORV.01X, AORV.02X, AORV.04X, AREV.01X❖, AWRV.01X, AWRV.02X, ASCV.01X, ASCV.02X❖.
Specific Expectations: AOR1.02X, 2.02X, 2.04X, 4.01X, 4.03X; ARE1.01X, 1.02X❖, 1.04X, ARE1.05X❖, 2.03X, 2.04X, 3.04X❖, 3.05X❖, 4.01X, 4.02X; AWR1.01X, 2.02X, 2.03X, 2.05X, 2.08X; ASC1.01X, 2.05X❖, 2.06X❖, 2.07X❖.

Planning Notes

- Several videos are suggested for the viewing activity. Choice of a video depends on availability. Although not recent, *The Railrodder* is a classic which depicts the great comedian Buster Keaton travelling across Canada on a railway handcar. Widely available in public libraries, this video is non-narrative: a great motivator for students to generate captions, retell events, and describe scenery. Another classic still available is *Helicopter Canada. Momentum* is a newer video in Imax format and is a tribute to Canada's geography and cultural heritage.
- Several copies of the text *Canada Coast to Coast* are needed for this activity.
- Obtain a copy of the book *Crazy for Canada*, and write out the full text of the book on chart paper and/or overhead transparencies.

- Refer to Unit 2, Appendix 4 - *Student Evaluation: Group Working Skills.* Make multiple copies and have students take a few minutes after their project group work session to reflect on their skills while completing the form.
- Be sure to allocate some time for groups to continue to work on their unit research projects.

Materials Needed
- map of Canada

Prior Knowledge Required
- knowledge of the simple past tense
- knowledge of comparative adjective formation
- ability to read and answer simple questions about brief modified reading passages

Teaching/Learning Strategies
1. Introduce/review the various regions of Canada by examining a map of the country and circling different regions to reinforce the concept of a region. Start some additional wall charts with key vocabulary referring to Canada's various regions.
2. Show one of the suggested videos or another video available from your school board which presents an overall visual tour of Canada's regions. Lead the class in composing a brief language experience story on chart paper in which they retell key events from the film. Students copy the story into their notebooks. Use the story as a stimulus for a variety of language development activities such as cloze exercises, dictations, highlighting of sound and spelling patterns, capitalization of the names of provinces and cities, etc.
3. Use the Regions of Canada section of the text *A Beginning Look at Canada*, pp. 20-37. These pages contain vocabulary, short reading passages, and reading comprehension and grammar exercises. A major grammar focus on these pages is the formation of comparative and superlative forms of adjectives. To review and clarify comparatives and superlatives, manipulatives such as map cut-outs, pictures and classroom objects may be used as appropriate. Another suggested exercise is to have students negotiate a line-up of the provinces from smallest to largest in area or population.
4. Units 7 to 20 of *Canada Coast to Coast* contain a number of simple readings about Canada's provinces and regions. The material may be divided with each group of students reading several units, reading and doing the exercises, or every student may have a quota of several readings to complete.
5. Preview the book *Crazy for Canada* with the class. Read the book aloud to the class, discussing vocabulary and connections to Canada's various regions. Post the chart paper and/or overhead transparencies with the complete text of the book. Lead the class through a series of steps in a choral reading activity which could include having the whole class recite the poem in unison, then in groups. Assign different verses to various groups, pairs, etc. Perform the choral reading in front of an audience of students or school staff. Students may add this book to their reading log. (See Unit 1, Appendix 3).

Assessment/Evaluation Techniques
- Track individual completion and accuracy of reading selections and assignments from *Canada Coast to Coast* and/or *A Beginning Look at Canada.* (Formative)
- Fill out the Group Work Skills Self-Evaluation (Unit 2, Appendix 4) and save for later reflection in Activity 5. (Formative)

Accommodations

- Tape record the text of *Crazy for Canada* as well as selections from *Canada Coast to Coast* and place in the classroom listening centre.
- Use listening activities about Canada from *Before Book One*, Unit 7.
- Enlarge the map of Canada and have students colour and cut up the provinces to use as a jigsaw puzzle.
- Use the chart paper version of *Crazy for Canada* for a cloze exercise, dictation, or phonics lesson.

Resources

Schwartz, Noa. *Crazy for Canada*. Toronto: Tumbleweed Press, 1997.

Videos

National Film Board of Canada. *The Railrodder,* 1965, 25 minutes NFB Order # 0165062

National Film Board of Canada *Helicopter Canada*, 1966, 50 minutes NFB Order # 0166028.
Uses the aerial view from a helicopter to traverse Canada's regions.

National Film Board of Canada. *Momentum,* 1996, 20 minutes NFB # 0396041.
Imax format tribute to Canada's geography and cultural heritage.

Activity 4: Moments in Canada's History

Time: 240 minutes

Description

Through simple library research into key events and people in Canada's history, students develop their reading skills by gaining familiarity with using the index, table of contents, glossary, and headings in reference books. They continue to expand their use of the past tense while reading and writing short passages about Canadian history.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence
Overall Expectations: AORV.01X, AORV.04X; AREV.01X, AREV.03X, AREV.04X; AWRV.01X, AWRV.02X; ASCV.01X, ASCV.02X.
Specific Expectations: AOR1.01X, 1.03X, 4.01X; ARE1.05X, 2.02X, 2.04X, 4.02X; AWR1.02X, 2.02X, 2.03X, 2.09X; ASC1.01X, 2.08X.

Planning Notes

- Arrange with the teacher/librarian for a visit to the Learning Resource Centre with a focus on basic research into Canadian history using modified and simple English materials. Check whether the Learning Resource Centre has any appropriate software or can recommend web sites about Canadian geography and history.
- Prepare a list of topics for students to research during this activity, for example: Sir John A. Macdonald, the Underground Railroad, Jacques Cartier, Nunavut, the Métis, the Canadian Pacific Railway, Canada's maple leaf flag, etc. Students apply the skills practised in this activity to their unit research project topics.
- Prepare multiple copies of the research template in Appendix 3.

Prior Knowledge Required

- knowledge of the regions, provinces, territories, capitals of Canada
- knowledge of alphabetical order

Teaching/Learning Strategies

1. Explain to students that they will be undertaking some reading and simple research about major events and people in Canadian history. Use the chapters on Canadian history found in *A Beginning Look at Canada* (pp. 49-57) and *Canada Coast to Coast* (Units 4 and 5), as well as the Canadian History Time Line found on page 115 of *The Oxford Picture Dictionary, Canadian Edition.* All of these materials provide excellent simple background reading about Canadian history.
2. Assign a research topic for the activity to individuals, pairs, or small groups of students. Students use a template to collect information about their assigned topic. (Appendix 3) As students research and share their findings, continue to add to the ten classroom vocabulary lists begun in Activity 1.
3. Continue to reserve some time for the groups to work on their culminating group research project.

Accommodations

- Assist students with finding information in research materials by pointing out key words and headings.
- Students prepare a collage with pictures or labels (perhaps generated by computer) instead of the written research findings. A collection of old history texts or calendars could prove useful for this.

Activity 5: Aboriginal Peoples

Time: 180 minutes

Description

Through short non-fiction readings, students are introduced to the Aboriginal peoples of Canada. They expand their vocabulary and gain some insight into the contributions of Aboriginal peoples to Canada's culture by researching the meanings of English words that are derived from Native languages.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence.
Overall Expectations: AORV.01X, AORV.04X; AREV.01X, AREV.02X, AREV.03X, AREV.04X; AWRV.01X, AWRV.02X, ASCV.01X, ASCV.02X❖.
Specific Expectations: AOR1.02X, 1.05X, 4.01X; ARE1.04X, 1.05X, 2.02X, 2.03X, 2.04X, 3.03X, 3.04X, 4.01X; AWR1.01X, 2.03X, 2.08X, ASC1.01X, 1.02X, 2.05X❖, 2.06X❖, 2.07X❖.

Planning Notes

- Suggested read aloud books for this activity are *Morning on the Lake* by Jan Bourdeau Waboose and *This Land is my Land* by George Littlechild.
- Discuss with the class the use of preferred terms such as Aboriginal peoples, First Nations, and Inuit.
- Be aware of potential stereotypes which may come up and help students to recognize the inaccuracies involved in them.
- Gather a selection of dictionaries, or work with the teacher-librarian to collect various dictionaries for the students to use in the word origins exercise.
- *The Story of Canada* has an excellent map on pp. 16-17 which shows the locations of various Aboriginal peoples across Canada.

Prior Knowledge Required

- ability to read short modified texts in English
- alphabetical order skills

Teaching/Learning Strategies

1. Brainstorm what students know about Canada's Aboriginal peoples. Set up a K-W-L chart (what students **K**now, **W**ant to know and have **L**earned by the end) with the students on the topic of Aboriginal peoples in Canada.
2. Through readings such as those in *A Beginning Look at Canada* pp. 46-48 and pp. 64-66, the article "Canada's Newest Territory" in *Canada Coast to Coast*, and the article "The Inuit" in *Ontario Reader 1999*, students read and gather some basic information about the Aboriginal peoples of Canada.
3. Discuss familiar words in English which are derived from other languages, e.g., *pizza, graph, mosque (Italian, Greek, Arabic).* Distribute a list of Canadian place names which derive from various Native languages. The list could include words such as: *Toronto, Ontario, Mississauga, Niagara, Manitoba, Saskatchewan, Ottawa, Quebec, Winnipeg,* and *Nunavut*. Model for students where to find the origin of a word in a dictionary entry, perhaps on an overhead projector. Using dictionaries and reference materials about Canada, students research the origins and meanings of these words to gain some appreciation of the contribution of Native words to the English language as well as to Canadian culture. Begin a wall chart listing the names of various Native groups found in the research, e.g., *Ojibwe, Cree, Inuit*, etc.
4. Return to the K-W-L chart and lead students in a brief discussion of what they have learned about Canada's Aboriginal peoples through their reading and research in this activity.
5. As they have done once before in Activity 3, students fill in the Group Work Skills Self-Evaluation (Unit 2, Appendix 4) and reflect upon their growth and change in their journals or with other group members.

Assessment/Evaluation Techniques

- Group Work Skills Self-Evaluation (Unit 2, Appendix 4) Teacher notes growth in students' group work skills. (Formative)

Accommodations

- Tape record the readings and place in the classroom listening centre.
- Provide a simplified appendix with some of the words, their origins, and meanings.

Resources

Bourdeau Waboose, Jan. *Morning on the Lake*. Toronto: Kids Can Press, 1997.

Littlechild, George. *This Land is My Land*. San Francisco: Childrens Book Press, 1993.

Activity 6: Great Canadians

Time: 240 minutes

Description

Students interview an immigrant to Canada and write a short structured composition about this individual. They share their first languages through the creation of a wall display featuring Canadian pride and diversity.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence
Overall Expectations: AORV.01X, AORV.02X, AORV.03X; AWRV.01X❖, AWRV.02X❖; ASCV.02X.
Specific Expectations: AOR1.03X, 1.05X, 1.06X, 2.02X, 3.03X, 3.06X; AWR1.02X❖, 2.02X❖, 2.03X❖, AWR2.05X❖, AWR2.06X❖, AWR2.07X❖; ASC1.02X, ASC2.08X.

Planning Notes

- From newspapers and magazines, compile a file of pictures of famous Canadians, including male and female Canadians of diverse cultural and ethnic backgrounds.
- Prepare on chart paper a short model paragraph about one of the pictured celebrities and make individual copies.
- There may be differences of opinion across cultural groups as to important people; be sensitive.
- Some of the individuals interviewed may feel uncomfortable having their picture taken and displayed in the school. Remind students to get permission for this.

Materials Needed

- Polaroid camera or disposable camera, construction paper for mounting student's work, long strips of paper in various colours, markers.

Prior Knowledge Required

- knowledge of basic interrogative forms
- ability to ask simple questions in English

Teaching/Learning Strategies

1. Ask students to name an important person from their home country and tell why that individual is important. Then show the students a selection of pictures of great Canadians from diverse backgrounds and disciplines such as Susan Aglukark, Lincoln Alexander, Donovan Bailey, Roberta Bondar, Jim Carrey, Wayne Gretzky, Jeanne Sauvé, David Suzuki, etc. Lead an oral activity as students try to identify and describe these Canadians and their contributions to Canadian life and culture.
2. Have students interview and photograph or draw an immigrant they know and write a short paragraph based on a teacher-prepared model describing one of the Canadian celebrities. The person students choose to interview could be a teacher, student, school staff member, family member, person from the community, health care professional, etc. Work with the students in class to create a list of interview questions which reflect the information needed for their paragraph. Role play an interview in class to build confidence in the students. Students also ask the interviewee to write the phrase *I'm proud to live in Canada* in his/her first language on a long sheet of paper. Students may complete this interview individually or in pairs.

3. Students present their snapshot and biography of a great Canadian, and arrange the pages on a bulletin board for display. Later, these can be compiled into a booklet for the class, and for others in the school to peruse by displaying in the school resource centre.
4. Students prepare additional construction paper strips with the phrase *I'm proud to live in Canada* translated into any first languages of the class not already covered and add to the bulletin board display.

Assessment/Evaluation Techniques

- Evaluate composition using the Composition Checklist found in Unit 2, Appendix 2 of this course profile. The category of content will need minor modifications to suit the topic in this activity. (Summative)

Accommodations

- Choose some interviewees in advance and prepare them as to the nature of the questions and responses required for the project.
- Give students the option to tape record their interview.
- Students may interview someone from their own first language background.

Resources

www.yahoo.ca
In Yahoo, search Yahooligans: Canada

www.tomthomson.org
This site has images of Tom Thomson's paintings as well as those of modern artists.

Books of photography by Karsh or Kavouk with photographs of famous Canadians

Activity 7: "O Canada": Our National Anthem

Time: 180 minutes

Description

Students develop their oral English skills while learning the words to Canada's national anthem. Working together, they plan, organize, and film a class video presentation of "O Canada."

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence.
Overall Expectations: AORV.01X, AORV.04X; AREV.01X; ASCV.01X, ASCV.02X.
Specific Expectations: AOR1.01X, AOR1.03X, AOR4.01; ARE1.05X; ASC1.01X, ASC1.02X, ASC1.03X, ASC2.06X.

Planning Notes

- Check with your school's music department about the possibility of a joint collaboration in singing "O Canada" with the school band or a music class.
- Obtain a copy of one of the suggested videos which contains the national anthem. (See Resources)
- Prepare chart paper and individual copies of the anthem in advance.
- Obtain a CD or tape of "This Land is Your Land" and transcribe the words on chart paper and individual copies.
- Be sensitive to any student's reluctance to participate in being recorded on video or photographed. As well, religious and cultural reasons may dictate that some students may not want to sing. They could recite the words instead.

- In the absence of a camcorder, students could take still photographs with a Polaroid and run captions underneath them in a display.
- If your school has a communications technology program, the teachers and students in these courses could help in the preparation and filming of the video. Some schools have central video broadcasting into every classroom. This would be a wonderful opportunity for showing the finished product during the school's opening exercises. The video could also be shown at an assembly.

Materials Needed

- video camera or Polaroid or instamatic camera.

Prior Knowledge Required

- knowledge of the names of Canada's provinces and territories

Teaching/Learning Strategies

1. Show one of the videos containing a rendition of "O Canada" to the class.
2. Have the words to the anthem prepared on chart paper. Point out and explain particular features of the song, such as the use of *thy* and *thee*. It is advisable to post the French lyrics as well, to show that our anthem is sung in both official languages.
3. Read aloud with the class the Ted Harrison book *O Canada*, engaging in a class discussion about the various provinces and territories depicted in his beautiful illustrations. Students then practise singing the anthem together, possibly singing with the video first and then progressing to class singing.
4. Students also learn the words and tune to the song "This Land is Your Land", and do a cloze exercise based on the lyrics which may be prepared easily using the *Tense Buster* software program, or alternatively on the board. Another alternative song suggestion is "The Hockey Song" by Stompin' Tom Connors.
5. Students prepare their own whole class video presentation of "O Canada." One possible scenario for the short film would be for students to introduce themselves and read their own *I'm proud to live in Canada* stickers in their first languages and show the banner/sheet prepared in their interview (Activity 6) while the video camera pans over their faces and the corresponding phrases. Then the whole class sings the anthem for the video camera. Another idea is for the class to create a banner to celebrate Canada which could form part of the scenic backdrop in the video. Students may want to construct other scenarios for this class video presentation which could last for three to four minutes.

Accommodations

- Students can chant or read aloud instead of singing.
- Place a tape recording of "O Canada" along with the words in the classroom listening centre.

Resources

National Film Board *O Canada* , 1997, 2 minutes 14 seconds. NFB Order # C0097071
English and French versions.

With Glowing Hearts. O Canada Foundation.
This television program documents the making of a new musical version of "O Canada" in the mid-1990's. This version is heard on CBC television at its nightly sign-off. Call 1 (519) 0-Canada (1 (519) 622-6232) to order.

Penner, Fred. *This Land is Your Land* on the CD *A House is a House For Me.* Oak Street Music, Winnipeg 1991

Stompin' Tom Connors. *The Hockey Song* on the CD *A Canadian Children's Collection*, Capital Records, 1991. This song is also available on other Stompin' Tom audio collections.

Web Sites

canada.gc.ca/canadiana/symb_e.html

A web site which lists 8 symbols of Canada (Origin of the Name, National Anthem, The Maple Tree, The Beaver, etc.) and gives a brief and simple explanation for each.

www.yahoo.ca

Enter Yahooligans. Under Canada, click on National Anthem of Canada for the lyrics and the history behind the song.

Activity 8: Project Roundup

Time: 60 minutes

Description

In this culminating activity, students share with the class the projects they have been working on throughout the unit. Students will also complete a self-evaluation of their learning on the Canada project.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence
Overall Expectations: AORV.01X❖, AORV.02X❖, AORV.03X; AREV.01X❖, AREV.04X❖; AWRV.01X❖, AWRV.02X❖; ASCV.01X❖; ASCV.02X❖.
Specific Expectations: AOR1.01X❖, 1.05X, 1.06X, 2.01X❖, 2.02X❖, 3.01X, 3.05X, 3.06X; ARE1.05X❖, ARE2.01X❖, ARE2.04X, ARE3.04X, ARE3.05X, ARE4.02X; AWR1.02X❖, AWR2.03X❖, AWR2.05X❖, AWR2.06X❖; ASC1.01X❖, ASC2.05X❖, ASC2.06X, ASC2.07❖.

Planning Notes

- Make copies of the student self-assessment form. (Appendix 6)
- Establish and reinforce a co-operative and respectful class environment while students are making their presentations.
- Display the finished posters in the classroom or school display case.

Prior Knowledge Required

- basic knowledge in accessing print and electronic research materials
- ability to write a short, structured composition in English patterned on a teacher model
- knowledge of sentence formation, past tense verbs, comparatives, capitalization, and punctuation

Teaching/Learning Strategies

1. Students present the visual element of their projects, accompanied by a short, structured, oral presentation about their research. Provide time for the class to ask some brief questions about each presentation. You may want to ask students if they are comfortable with having their oral presentations taped to use for future examples of the various achievement levels in the curriculum policy document.
2. Distribute the self-assessment for O Canada project (Appendix 6) and have the students complete it.

Assessment/Evaluation Techniques

- O Canada Research Project using rubric in Appendix 5 (Summative)
- Self-assessment for O Canada Research Project (Appendix 6) (Formative)

Accommodations

- Students could present a poster or collage with captions scribed by the teacher.
- Paste pictures depicting each province on a large map of Canada, along with teacher scribed captions.
- Students retell one of the stories from *Canada Coast to Coast* rather than engage in library research.

Appendix 1: Information Gap Exercise (Activity 2)

When They Joined Confederation

PARTNER A	**PARTNER B**
1. British Columbia entered Confederation on July 20, 1871.	1. British Columbia entered Confederation on ________________.
2. __________ joined Confederation on April 1, 1999.	2. Nunavut joined Confederation on ________________.
3. New Brunswick ________________ on July 1, 1867.	3. New Brunswick joined Confederation on July 1, 1867.
4. Manitoba entered Confederation on July 15, 1870.	4. Manitoba entered Confederation on ________________.
5. ____________entered Confederation on June 13, 1898.	5. The Yukon entered Confederation on June 13, 1898.
6. Nova Scotia joined Confederation on July 1, 1867.	6. _________________ joined Confederation on July 1, 1867.
7. _____________entered Confederation on July 1, 1867.	7. New Brunswick entered Confederation on July 1, 1867.
8. Alberta entered _________________ on September 1, 1905.	8. Alberta entered Confederation on September 1,_________.
9. Saskatchewan joined Confederation on September 1, 1905.	9. ________________ joined Confederation on September 1, 1905.
10. Prince Edward Island entered Confederation on July 1, 1873.	10. Prince Edward Island entered Confederation on ________________.
11. Quebec entered Confederation on ________.	11. Quebec entered Confederation on July 1, 1867.
12. The Northwest Territories entered Confederation on July 15, 1870.	12. ________________________ entered Confederation on July 15, 1870.
13. Newfoundland joined Confederation on ________________________.	13. Newfoundland joined Confederation on March 31, 1949.

Appendix 2: Airline Flight Schedule Writing Assignment

Sea to Sea Travel, 29 Caribou Way, Iqaluit, Nunavut Tel: (867) 123-4567

For: Ms. Inukshuk Itinerary

1 July LV Iqaluit	9:15	Air Canada
AR St. John's	13:45	
LV St. John's	15:00	Air Canada
AR Quebec City	17:10	
3 July LV Quebec City	8:30	Air Canada
AR Winnipeg	12:10	
LV Winnipeg	13:40	Air Canada
AR Edmonton	18:45	
5 July LV Edmonton	11:25	Canadian Airlines
AR Yellowknife	14:50	
LV Yellowknife	18:20	Canadian Airlines
AR Iqaluit	20:25	

Look at the flight schedule above. It shows Ms. Inukshuk's vacation trip. Write about her trip. Use past tense verbs and appropriate time connectors in your sentences. To help you compose your paragraph, answer some of the following questions:

- Where did Ms. Inukshuk begin her trip?
- What airline did she fly to begin her trip?
- Where did she go first?
- Where did she go after Winnipeg?
- When did she arrive in Yellowknife?
- How do you think she felt when she arrived home?

INTERVIEW

Ask a partner to describe a long trip he or she took. Ask some of these questions:

- Where did you go?
- How long did you travel?
- Did you change planes? Where?
- How did you feel on the plane?
- How did you feel when you arrived?

Appendix 3: Research Template

WHO/WHAT		
WHEN		
IMPORTANCE		
WHERE/ LOCATION		
SOURCES		
PAGE #		

Appendix 4: Rubrics For Assessing The Canada Project (Activity 8)

STUDENT PREPARED VISUAL POSTER, CANADA PROJECT				
Categories	**50-59% Level 1**	**60 -69% Level 2**	**70 -70-% Level 3**	**80 - 100% Level 4**
Knowledge/ Understanding - understands design of a poster (use of space, balance of words and images)	**The student demonstrates** -limited understanding of the design of a poster	-some understanding of the design of a poster	-considerable understanding of the design of a poster	-thorough understanding of the design of a poster
Thinking/ Inquiry -selects appropriate images -includes relevant information (titles, captions)	**The student demonstrates** -limited selection of appropriate images -limited relevant information included	-selection of some appropriate images -some relevant information included	-selection of a considerable range of appropriate images -considerable relevant information included	-selection of a wide range of appropriate images -wide range of relevant information included

Appendix 4: Rubrics For Assessing The Canada Project (Activity 8) (Continued)

Written Material				
Categories	**50 -59%** **Level 1**	**60 -69%** **Level 2**	**70 -79%** **Level 3**	**80 -100%** **Level 4**
Knowledge/ Understanding	**The student demonstrates**			
-uses appropriate vocabulary	-limited use of appropriate vocabulary	-some use of appropriate vocabulary	-considerable use of appropriate vocabulary	-thorough use of appropriate vocabulary
-uses past tense verbs accurately	-limited accuracy in use of past tense verbs	-some accuracy in use of past tense verbs	-considerable accuracy in use of past tense verbs	-thorough accuracy in use of past tense verbs
Thinking/ Inquiry	**The student demonstrates**			
-select relevant information	-a limited selection of relevant information	-some selection of relevant information	-considerable selection of relevant information	- thorough selection of relevant information
-use of research skills	-limited use of research skills	-some use of research skills	-considerable use of research skills	-highly effective use of research skills
Communication	**The student demonstrates**			
-uses appropriate writing conventions (capital on proper nouns, periods, spelling of key vocabulary)	-limited use of appropriate writing conventions	-some appropriate use of writing conventions	-considerable appropriate use of writing conventions	-thorough appropriate use of writing conventions
Application	**The student demonstrates**			
-uses sentence structure to reflect teacher modelled paragraph in new context	-limited sentence structure reflecting model	-some sentence structure reflecting model	-considerable sentence structure reflecting model	-highly effective sentence structure reflecting model

Appendix 4: Rubrics For Assessing The Canada Project (Activity 8) (Continued)

Oral Presentation				
Categories	**50 -59% Level 1**	**60 -69% Level 2**	**70 -79% Level 3**	**80 -100% Level 4**
Knowledge/ Understanding	**The student demonstrates**			
-uses appropriate vocabulary	-limited use of appropriate vocabulary	-some use of appropriate vocabulary	-considerable use of appropriate vocabulary	-highly effective use of appropriate vocabulary
-uses past tense verbs accurately	-limited accuracy in use of past tense	-some accuracy in use of past tense	-considerable accuracy in use of past tense	-thorough accuracy in use of past tense
Communication	**The student demonstrates**			
-uses oral language to describe visual	-limited use of oral language to describe the visual	-some use of oral language to describe the visual	-considerable use of oral language to describe the visual	-highly effective use of oral language to describe the visual

Appendix 5: Self-Assessment For O Canada Project

Name ______________________________ Date ______________________________

1. I liked this project because

2. I think this project was interesting because

3. In this project, I learned

4. Next, I would like to learn

Unit 4: The Balance of Nature

Time: 25 hours
Unit Developers: Jane Campbell, Hazel Excell, Denise Gordon, Jane Hill, Paula Markus, Eleanor Minuk, Jane Sims, Betty Ann Taylor
Development Date: July 1999

Unit Description

Students study ecology as a vehicle for English language development and explain some simple scientific concepts as a first step in preparation for the study of other content courses. Students determine the meaning of unfamiliar words using pictures and illustrations. They continue to build their personal vocabulary lists and be introduced to expository writing of short, structured compositions.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence
Overall Expectations: AORV.O1X; AORV.O2X; AORV.O4X; AREV.01X; AREV.02X; AREV.03X; AREV.04X; AWRV.01X; AWRV.02X; ASCV.02X.
Specific Expectations: AOR1.01X, 1.02X, 1.04X, 1.05X, 1.06X, 2.01X, 2.02X, 2.03X, 2.04X, 4.01X, 4.03X; ARE1.02X, 1.04X, 1.05X, 1.06X, 2.02X, 2.03X, 2.04X, 3.04X, 4.02X; AWR1.01X, 1.02X, 1.03X, 1.04X, 2.02X, 2.03X; ASC2.01X, 2.05X, 2.07X, 2.08X.

Activity Titles (Time + Sequence)

Activity 1	Animals from Around the World	3 hours
Activity 2	Who Eats What?	5 hours
Activity 3	Food Webs	3 hours
Activity 4	Looking at Ecosystems	4 hours
Activity 5	Out of Balance	5 hours
Activity 6	Animals in their Habitats	5 hours

Unit Planning Notes

- This unit is based on the sample unit, The Balance of Nature, in the curriculum document: *One Earth: English as a Second Language, Transition and Specialization Years.* The Metropolitan Toronto School Board. 1993. The illustrations provided in the appendices are by Celia Godkin, the author of *Wolf Island*, who has given **permission for use only in Ontario secondary schools.**
- The purpose of this ecology unit is to teach language in a context that is intellectually engaging and develops the academic skills that students require in the study of Science and Geography. The expectations of Grades 7 and 10 Science and Grade 11 Geography include an understanding of ecosystems.
- For some students the scientific concepts of an ecosystem and food chains, particularly in the oceans, are familiar. Others need to learn both the concepts and the language. Students often have information about animals from their own region that is new to both you and their classmates. Teacher-librarians are to be consulted in advance. School Learning Resource Centres usually have an illustrated encyclopedia of animals, as well as atlases and picture books about animals. Some additional material for Learning Resource Centres is listed in the resource list for Activity 2.

- The final activity of this unit is a field trip which should be booked well in advance checking for staff/student ratios and special rates. The trip developed is based on a visit to The Toronto Zoo. Some alternatives are suggested in the planning notes for Activity 6. The videos and CD-ROM material could be used without the follow-up visit if necessary. Summative evaluations on oral language are included both at the end of Activities 5 and 6. More emphasis may be placed on the Activity 5 assessment if a field trip is not feasible.
- Outreach programs from the Royal Ontario Museum and the Toronto Zoo include cases of materials that may be borrowed for classroom use throughout the province. Further information is available at www.rom.ont.ca. and at www.torontozoo.com.

Prior Knowledge Required

- Understands some visual organizers such as Venn diagrams, charts and maps
- Is familiar with comparative and superlative of adjectives, simple present, and past tense
- Formulates simple questions and answers

Teaching/Learning Strategies

accessing prior knowledge, brainstorming, webbing, modelled writing, journal writing, written cloze, co-operative learning groups, teacher read-alouds, silent reading, field trips, language experience stories, classifying and categorizing, viewing a non-narrative video, first language writing,

Assessment/Evaluation Techniques

Activity	Type	Tool	Category
Activity 1-6	Diagnostic	Self-Evaluation Logs	Communication
Activity 1	Formative	Cloze Exercise	Knowledge/ Application
Activity 2	Summative	Quiz	Knowledge/ Application
	Formative	Retelling to Group	Knowledge/Communication
Activity 3	Formative	Written Answers	Knowledge/Communication
Activity 4	Diagnostic	L1 Writing	Thinking
Activity 5	Formative	Tracking Sheet	Knowledge/Application
	Formative	Individual Tests	Application
	Summative	Retelling Experience story	Communication/ Knowledge
Activity 6	Summative	Dialogues	Application/Thinking

Resources

Godkin, Celia. *Wolf Island.* Toronto: Fitzhenry and Whiteside.1989.
Wolf Island is a well-illustrated, relevant, easy-to-read, non fiction text. It introduces students to a Canadian environment and a Canadian author-illustrator who is a professor of Biomedical Communications at the University of Toronto. Celia Godkin has since written two other story books in which a top predator is removed from an ecosystem with disastrous consequences: *Ladybug Garden* and *Sea Otter Inlet.* Either book could be substituted for *Wolf Island.* Pamphlets of background information and suggestions for use in schools are available from the publisher for all of these books.

O'Malley, Michael and Lorraine Valdez Pierce. *Authentic Assessment for English Language Learners.* Addison-Wesley, 1996.
The re-telling technique used in Activities 2 and 5 is explained in considerable detail in pages 106-111.

One Earth: English as a Second Language, Transition and Specialization Years. Toronto: The Toronto School Board, 1993. This curriculum document is widely available in schools. It contains black-line masters and supplementary material for the unit.

The Toronto Zoo Education Department.
Education Comes Alive is a pamphlet outlining outreach presentations and arrangements for booking Touch Cases, suitcases full of touchable animal biofacts, pictures, and suggested activities. *African Savannah Activities* is a booklet of reproducible activities and notes designed for Grades 4 to 6. *Footprints at an African Waterhole, Whose Footprints* are free posters which are useful for classroom displays and discussions. The address for ordering is The Toronto Zoo Education Department, 361A Old Finch Avenue, Scarborough, Ontario. M1B 5K7

Young, Caroline. *The Great Animal Search*. New York: Scholastic, 1998.
Only two copies of the book are needed. This book is distributed through the Scholastic Book Club and may be ordered using ISBN 0-590-18784-8, although it is not listed in the Scholastic catalogue.

Activity 1: Animals From Around the World

Time: 180 minutes

Description

In this activity students study animals from around the world. They use information generated in a game as a basis for asking *which* questions, and share knowledge of animals to write language experience stories. They consolidate skills in comparison and contrast and question asking. Students focus on the present and past tenses of verbs describing movement. An on-going assessment practice begun in this unit is a self-evaluation journal.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: AORV.01X; .02X, .04X; AREV.03X; AWRV.01X❖; AWRV.02X❖, ASCV.02X❖.
Specific Expectations: A0R1.05X, 2.02X, 4.01X; ARE3.04X; AWR1.02X❖; AWR2.02X❖; ASC2.05X, 2.07X❖.

Planning Notes

- Some preparation time will be needed to assemble the appendix material.
- The Appendix 1 cards show animals and their foods from left to right, top to bottom - page 1: deer, zebra, lion, tiger, heron, cougar (puma, mountain lion), water buffalo, fish, llama. - page 2: fox, dingo, kangaroo, rabbit, jaguar, insects, wolf, capybara, plants.
- Animals have been chosen from each continent so that students can start with animals that they may know.
- Prepare a cloze exercise on verbs of movement based on *How Animals Move.*

Materials needed

- card-sized and enlarged copies of the animal pictures mounted on durable backings, Appendix 1; class sets of *Find Someone Who Knows the Name*, Appendix 2; an overhead transparency of a Venn diagram and an overhead projector; the video, *Animals Move from Here to There* and VCR; *How Animals Move* - copies for students to share.

Prior Knowledge Required

- Is familiar with a number of animals
- Understands *same* and *different* and the use of the Venn diagram as a graphic organizer
- Records information in a journal
- Answers “which” questions

Teaching/Learning Strategies

1. Explain that the class is studying English through science. The first lessons are about animals and the food they eat. Using flash-cards and pictures students learn the names of the animals in Appendix 1. Then students move around the room with copies of *Find Someone Who Knows the Name* recording the name of the animal and the name of a classmate who knows the animal. A classmate's name should only be used once on each person's questionnaire.
2. From enlarged copies of the animal cards students take turns asking questions from *Find Someone Who Knows the Name* using this pattern: *Which bird stands on one leg? Which animal has a pocket on its stomach?* Using the language experience approach have students dictate brief descriptive sentences about the animals they know best; the teacher reinforces the use of the final 's' in the third person singular of the simple present tense: *A kangaroo hops...She has a pocket for her babies.* Then students select three favourite animals and copy the descriptions in their notebooks.
3. Choose two animals from the cards and model how to complete a Venn diagram on an overhead transparency or the board. Model patterns such as: *"A tiger and a zebra both have stripes". " A tiger has stripes but a water buffalo doesn't."* Then students choose other animals and work with a partner to complete a similar diagram and generate sentences of contrast and comparison.
4. Students begin a daily log in their journals in which they record the work done each day. They refer to a series of evaluation questions such as these: *What did you like? What work was new? What work was too easy? What work was too difficult? What work was fun? What new words did you learn? What new questions do you have? What can you do better?* Post the questions and respond regularly to these journal entries, tailoring the responses to the level students can currently understand.
5. Model riddles for the class e.g. *I am very small. I have four legs. I have a long tail. What am I?* Then, groups of four students use animal cards to write riddles. Two from each group will be typed and the next day the class solves each other's riddles.
6. Show the seven minute video, *Animals Move from Here to There*., which illustrates verbs of movement: *running, jumping, crawling* ... After the first viewing, use a chart to list the names of the animals and how they move. On a second viewing freeze frames, and add the past tense forms of regular and irregular verbs: *ran, jumped, crawled*. Have students copy the chart in their notebooks. From the chart students generate sentences describing how animals move.
7. Read the book *How Animals Move* to the class. Students re-read the book with their partners. Then have them check the sentences they wrote, making additions and corrections. Use information from *How Animals Move* to design a cloze exercise omitting verbs. This may be used as an assessment.

Assessment/Evaluation Techniques

- Responding to students' self-evaluation logs (Diagnostic)
- Assessing cloze exercise on verbs of movement. (Formative)

Accommodations

- Newer arrivals write animal riddles in first language to be translated by students in a more advanced class.
- Students with beginning literacy skills could alphabetize names of animals, match names to picture cards, build short sentences using word card and pocket charts, point to words in the language experience stories, or complete pattern sentences.

Resources

Animals Move From Here to There. Moody Institute of Science, 1983.

Byrne, David. *How Animals Move.* Crystal Lake, Illinois: Rigby, 1998.

Activity 2: Who Eats What?

Time: 300 minutes

Description

In this activity students work with material explaining food chains. Students add information to the classroom picture dictionary and construct three-step food chains using a world map. Students listen and read selected material about science and nature and report by re-telling information to a small group of students.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: AORV.02X❖; AREV.01X❖; AREV.02X; AWRV.02X❖; ASCV.01X; ASCV.02X.
Specific Expectations: AOR2.01X❖; ARE1.04X❖, 1.05X❖, 1.06X, 2.03X; AWR2.02X, 2.03X❖; ASC1.02X; ASC2.08X.

Planning Notes

- Consult with the teacher-librarian about setting up a number of stations in the Learning Resource Centre. One way would be to have a seminar station with read-along audiotapes of two or three books, a table with a volunteer reader to read material aloud on request, a table with books for students who are already reading independently, a table of nature magazines such as *Owl*, and a table with picture books of animals and ecosystems such as *Animal Hide and Seek.*
- The books listed in Resources for this activity are brief factual texts with interesting information written in primary level English. The illustrations are photographs.
- One of the activities involves sorting animals by continents. Some confusion may occur because there is an overlap between North American and European animals. Of the animals pictured, only the cougar is not found in Europe. It lives in the wild in both North and South America.
- Make up a quiz such as the one outlined in Teaching/Learning Strategy 4.

Materials Needed

- copies of *Herbivores, Carnivores and Omnivores*, Appendix 3A; copies of *Herbivores, Carnivores and Omnivores*: Test Appendix 3B; a large map of the world; picture cards of animals and several copies of the plant card, Appendix 1; a content quiz

Prior Knowledge Required

- uses the simple present tense
- knows names of a number of animals

Teaching/Learning Strategies

1. Students demonstrate prior knowledge before attempting the reading: *Herbivores, Carnivores, and Omnivores* (Appendix 3A) by selecting cards of animals whose diets they know. The teacher records the names of the animals and the names of the foods eaten in random order on the board. Then the reading is distributed and the students listen to and follow the first three paragraphs read aloud; the class labels the animals as *herbivore*, *carnivore*, or *omnivore* and practises the pronunciation of the new terms. As the teacher's reading continues, students take turns drawing lines between the animals and the foods they eat on the board.
   Before a second reading the teacher points out and reviews the use and conjugation of the simple present tense in scientific description. Students fill in the simple present forms required in the cloze exercise (Appendix 3B) as a comprehension test.

2. Divide the class into four groups. Have each group make one page for the classroom picture dictionary. They title the pages: *herbivore*, *carnivore*, *omnivore* and *food chain*. They construct definitions from the reading and give examples of each.
3. Teach or review the names of the continents. Students sort the picture cards of animals according to which continent the animals come from and construct three-step food chains. They connect the food chains with arrows remembering that the scientific convention is that the arrow points toward the eater and away from the eaten. These food chains can be used with a world map for a bulletin board display. Use string to identify the habitats, the area in which a species lives. Students use the food chains to generate sentences such as: *The jaguar lives in the rain forest of South America. The jaguar eats the capybara. The capybara eats plants.*
4. Prepare students for a quiz: categorize animals, give examples of herbivores, carnivores, and omnivores and illustrate one or two food chains. This quiz might consist of matching questions, a cloze exercise, sketching of food chains.
5. Students visit the Learning Resource Centre to read and listen to a selection of books and magazines about animals and nature. (A possible set-up is suggested in the planning notes.) This strategy may be continued for two or three days. Students compile a log with dates, titles, and authors' names. They then select a book they particularly like and prepare a re-telling. They may make a few notes in English or first language.
6. In a small group (the teacher and up to four students) each student chooses three pages of photographs from their selected books to explain. The student tells as much as he or she can. There are no interruptions until the student stops. Other students and the teacher may probe for more information. All students make journal entries describing facts they learned both from their own texts and from their classmates' reports.

   The teacher assesses the student's comprehension of the text as well as the student's ability to communicate meaning through the retell. A scale is provided in Appendix 4.
7. Students make suggestions about which of these books they would like the teacher to use for daily read-alouds for the rest of the unit.

Assessment/Evaluation Techniques

- evaluation of quiz (Summative)
- retelling of factual information using Appendix 4. (Formative)

Accommodations

- Students not yet able to complete the cloze exercise could be given a copy of the original so they could find and copy the correct forms.
- Students not yet proficient enough to speak in English may choose to demonstrate their comprehension in the re-telling exercise by explaining the pictures to other students who speak the same language while the teacher observes.

Resources

Note: The selection of books in the first block below are recent publications available from Curriculum Plus (800-660-1244). Readers such as these are often sold in packages of 6. If more variety is required, Learning Resource Centres might consider sharing titles with neighbouring schools.

Print

Chandler, Clare. *How to Choose a Pet.* Crystal Lake, Illinois: Rigby, 1998.

Foster, Jim. *Keeping Tadpoles (Alive!)* Crystal Lake, Illinois: Rigby, 1998.

Gates, Phil. *Animal Communication.* Cambridge: Cambridge University Press, 1997.

Gates, Phil. *Animal Senses.* Cambridge: Cambridge University Press, 1996.

Gates, Phil. *Camouflage.* Cambridge: Cambridge University Press, 1997.
Gates, Phil. *The Scots Pine.* Cambridge: Cambridge University Press, 1996.
Glover, David. *Dictionary of Science Words.* Crystal Lake, Illinois: Rigby, 1998.
Glover, David. *Looking at Insects.* Crystal Lake, Illinois: Rigby, 1998.
Hooper, Meredith. *Coral Reef.* Cambridge: Cambridge University Press, 1997.
Hooper, Meredith. *Desert.* Cambridge: Cambridge University Press, 1997.
Hooper, Meredith. *Dinosaur.* Cambridge: Cambridge University Press, 1996.
Hooper, Meredith. *Seal.* Cambridge: Cambridge University Press, 1996.
Hooper, Meredith. *Osprey.* Cambridge: Cambridge University Press, 1996.
Theodore, Rod. *Prehistoric Record Breakers.* Crystal Lake, Illinois: Rigby.
Jenkins, Steve. *Hottest, Coldest, Highest, Deepest.* New York: Houghton Mifflin Company, 1998.
Palazzo-Craig, Janet. *Wolves.* Troll Communications, 1999.
Riley, Linda Capus. *Elephants Swim.* Scholastic Inc., 1995.
Taylor, B. and J. Francis. *Animal Hide and Seek.* Markham: Scholastic Canada Ltd, 1998.

Activity 3: Food Webs

Time: 180 minutes

Description

Students use prediction to assist in the reading of diagrams illustrating food webs. They study an ocean food chain diagram, first speculating on the food eaten, and after a second reading on the relative sizes of the animals. They use *The Guinness Book of Records* to search for information. Students practise using the simple present tense for scientific description using a diagram of a lake food web. Students learn about decomposition, the last step in the food cycle through examining an illustration, a reading, and a diagram.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: AORV.01X, AREV.02, AREV.04X, AWRV.01X, AWRV.02X❖, ASCV.02X.
Specific Expectations: AOR1.05X, ARE2.02X, 2.04X, 4.02X, AWR1.02X, .03X, .04X❖, 2.07X, ASC2.01X.

Planning Notes

- The pre-reading activity highlighted in Teaching/Learning Strategies 1 and 4 is prediction. Be sure to validate wrong predictions; the thought process of correcting a misconception often fosters learning.
- In the discussion and in the activity involving measurement, observe closely to note which students are familiar with measuring and with concepts of scale.

Materials Needed

- an overhead transparency of An Ocean Food Chain (Appendix 5) and of the illustration in Appendix 7; a set of teacher-prepared cards giving these measurements: *Killer whale: 8.5m, Seal: 1.5m., Sea Lion: 2m., Cod fish: 1 m., Salmon: 85 cm., Herring 45 cm., Needlefish 60 cm., Plankton: .5-1mm or less;* metre-sticks; string; copies of Appendix 6 *A Lake Food Web* and Appendix 7 *Scavengers and Decomposers*

Prior Knowledge Required

- uses of comparative and superlative forms of adjectives
- familiarity with measurement and numbers
- understanding of the concept of a food chain

Teaching/Learning Strategies

1. Use *An Ocean Food Chain* (Appendix 5) as an overhead. Cover all of the diagram except the title and ask students to list the names of the animals which might be included. Explain how a diagram and a photograph are different. Uncover the steps in the food chain one by one having students predict what each animal eats. Practise the simple present by asking questions such as: *What does a whale eat? What do animal plankton eat?* Have students answer questions such as these in writing.
2. Look at the diagram again, this time having students focus on the sizes of the animals and the problems of the illustrator. Establish that this diagram is not to scale. Have students estimate the length of each animal and record their estimates. Assign each group several animals and distribute cards with the actual sizes. Either outside or in a long hallway near the classroom, students mark out with string the linear distances showing the relative sizes of ocean animals.

   Back in the classroom, teach or review the past tense of the verb: *to think.* Have students summarize their results by dictating sentences using this pattern: *The killer whale is longer than we thought. Plankton is smaller than we thought.* Record the sentences on the board and have students copy them in their notebooks.
3. Students look up the sizes of other animals in *The Guinness Book of Records.* The largest, tallest, heaviest, smallest birds, reptiles, and mammals are listed. This can be expanded into a daily activity in which students take turns announcing a record from this book as a warm-up activity.
4. Using your own sketch on the board explain the literal and figurative meanings of the word *web.* Use A *Lake Food Web* (Appendix 6). Repeat the prediction steps used with *An Ocean Food Chain.* After students have demonstrated their comprehension orally, provide them with examples of questions to be answered in the simple present tense: *What eats worms? What does a rock bass eat? Where do snails live? Which is the biggest fish? Which is the smallest plant?* and have them make up additional questions of their own. Students then write answers to the questions in complete sentences; these are evaluated.
5. Students view an overhead transparency of the illustration from *Scavengers and Decomposers* (Appendix 7) to predict what the reading is about. They identify the jackals, hyenas, vultures and dead lion in the picture. The students follow the words of *Scavengers and Decomposers* as it is read aloud by the teacher. They use the material to make a list of interesting facts in their notebooks. Students demonstrate their listening comprehension by sketching vocabulary items on the board. Include such items as: *a worm, three flies, a hyena's ears, a map of Africa, grassland, bacteria, a bone, one of the decomposers, one of the scavengers.* Add new vocabulary to the classroom picture dictionary.
6. With the students draft a paragraph on the board such as this: *In nature, everything is a circle. The sun makes the plants grow. Zebras eat plants. Lions eat zebras. When plants and animals die, they decompose. New plants grow from the soil. This is called a cycle.* Students copy the paragraph in their notebooks and demonstrate their understanding by making a diagram of the food cycle.
7. Throughout the unit, students continue to write regularly in their self-evaluation journals using the questions posted during Activity 1, Strategy 4.

Assessment/Evaluation Techniques

- evaluate Lake Food Web answers to student-generated questions for accuracy in use of simple present tense (Formative)

Accommodations

- Students use the measurements given for the Ocean Food Chain and a scale of 1 centimetre to 1 square of graph paper, to sketch salmon, herring, etc. Students then calculate how many pages of graph paper would be required to draw a killer whale.
- *The Book of Animal Records* focuses on animal size and may be used for direct teaching with students who require more reinforcement or for independent reading for more advanced students.

Resources

Drew, David. *The Book of Animal Records.* South Melbourne: Thomas Nelson Australia. 1987 (distributed by Ginn Prentice Hall)
The Guinness Book of Records. Guinness Superlatives Limited. Published Annually.

Activity 4: Looking at Ecosystems

Time: 240 minutes

Description

In this activity students look at specific ecosystems and share their knowledge with their classmates. Using computers they write a booklet using information they have gleaned from an illustrated text. They view a video of an Ontario ecosystem during which they write in their first languages as a preparation for discussion and writing in English.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence.
Overall Expectations: AORV.01X; AORV.04X; AREV.03X; AREV.04X❖; AWRV.02X; ASCV.02X.
Specific Expectations: AOR1.05X, 4.01X, 4.03X; ARE3.04X, 4.02X❖; AWR2.02X; ASC2.05X.

Planning Notes

- Another reading activity is a jigsaw in which students work with a partner on a poster of animals in their habitats from *The Great Animal Search.* Ten of the eighteen pictures in this book illustrate ecosystems around the world. The last page is a map of the world showing where these biomes, areas with characteristic geographic and climatic patterns that support characteristic animal and plant populations, are located. To use this material economically, use two books to make a kit in which the double pages are mounted on a backing to create posters.
- The use of first language as a thinking tool is used when viewing a film for the first time. Students often demonstrate far greater understanding and include more detail when they have had an opportunity to process the material in their first language.

Materials Needed

- a copy of *Loon Country By Canoe* or another video of northern Ontario with very limited narration

Prior Knowledge Required

- reads simple texts and illustrations
- is familiar with word processing

Teaching/Learning Strategies

1. Begin a discussion of the habitat requirements of different animals by asking why polar bears live in the Arctic and elephants live in Africa. Ask students what animals live in the wild in their countries. Which of these could not survive in Canada? Why not? Introduce and define the term, ecosystem: *a community of plants and animals living in one place.*
2. Distribute the posters of ecosystems from *The Great Animal Search* to student partners. They begin by reading the text inside the frame of the picture and finding the number of animals in the picture. Teach locating words for text: *in the middle of the page, in the foreground, in the background, at the bottom, on the left hand side, near the water.* Students copy six interesting facts from the margin notes about the animals in the region they are investigating.
3. Explain that they now meet in groups of four to explain their posters to each other. Set time limits and make sure each pair has a chance to repeat the task several times. Work with each group to help them with pronunciation and understanding.
4. In the computer lab, the students type the factual material they have found and make a group booklet. Reproduce enough copies for the class. Read the classroom booklet aloud to the students and encourage them to take it home to read to their families.
5. Introduce the concept of an Ontario ecosystem by showing the video, *Loon Country by Canoe.* Students may write in their first languages as they watch, answering these questions: *What did you see? What did you hear? What did you feel?* The soundtrack of this video has no words, only the sounds of nature in Algonquin Park. Students view the video again. This time freeze frames and have students answering the same questions orally. Provide vocabulary on the board as it arises.
6. Write a short language experience story incorporating their responses. Show the video again asking them to assess the completeness of their group story. Students copy this story in their notebooks.

Assessment/Evaluation Techniques

- Observe as they write in their own languages noting the volume of writing, the pleasure experienced by some writers, the fluidity of their penmanship. (Diagnostic)

Accommodations

- Note which students are consistently identifying material in their journals as too easy or too difficult and focus on individualizing material for them.
- Type for students who are just beginning to use word-processing programs
- Students, who are talented in art, may enjoy making posters illustrating ecosystems for use in science classes.

Resources

Young, Caroline. *The Great Animal Search.* New York: Scholastic, 1998.

Video

Loon Country by Canoe. Dan Gibson Productions. Solitudes 1131A Leslie Street, Suite 500, Toronto, M3C 3L8, (416) 510-2800

Activity 5: Out of Balance

Time: 300 minutes

Description

This activity is based on an illustrated text about an unbalanced ecosystem. This text is also used as a focus for a number of language development activities: singular and plural forms, present and past tense, and sentence order. Students read and listen to the text several times before preparing summaries demonstrating their understanding of the effects of removing a top predator from a food chain.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: AORV.01X; AORV.02X; AREV.03X❖; AWRV.02X; ASCV.02X❖.
Specific Expectations: AOR1.02X; AOR2.03X, 2.04X; ARE3.04X❖; AWR2.03X; ASC2.05X; ASC2.08X❖.

Planning Notes

- The sample unit for ESL1 in *One Earth* demonstrates how to use a specific picture book to teach language; the book chosen was *Wolf Island.* The *One Earth* curriculum document contains many black-line masters for the activities listed in Teaching/Learning Strategy 4.
- Other books which could be used are Celia Godkin's *Ladybug Garden* and *Sea Otter Inlet.* If none of these books is available, it is important to choose a text in which an unbalanced ecosystem is depicted.
- It is helpful to have two or three copies of the text; a full class-set is not required.
- One of the ways to organize activity centres, especially if you do not have a classroom of your own, is to use large brown envelopes with the student directions on the outside and the materials the students need inside.
- Decide how much freedom you wish to give students in choosing activities. When allowed choice, language learners tend to choose the activities they can already do well. Consider whether you want to set up compulsory activities or whether a few days of self-direction would be profitable. Listening to a tape of the book should be required of all students.
- Make individual test packages for students from the activity centre materials.
- Draw up a tracking grid on Bristol board listing student names and activity centre names.

Materials Needed

- either an activity centre or a set of exercises on *Wolf Island* from the list in Teaching/Learning Strategy 4; individual test packages

Prior Knowledge Required

- reads simple English texts
- understands some charts and diagrams

Teaching/Learning Strategies

1. Introduce *Wolf Island* by explaining that English words often have many meanings. Draw sketches and list examples on the board including web as a spider's home and as a group of connected ideas or words. Explain that the book to be read next is about a community of plants and animals that live on a North American island. At first, the ecosystem of the island is in balance. Sketches of teeter-totters, market balances, and equal signs are helpful in explaining balance.
2. Read *Wolf Island* to the class holding the book so the students can appreciate the illustrations.

3. Use the following materials for activity centres for two or three class periods.
    - a tape recording of *Wolf Island* to be used as a read-along
    - a study list of the singular and plural forms of the animals mentioned in the text and an exercise providing only the singular
    - a cloze exercise requiring the past tense of the verbs in a paragraph from the text
    - a set of split sentences based on the text
    - animal cards (Appendix 1) to be sorted into groups and explained
    - a chart comparing the first picture of the island in *Wolf Island* to the last
    - a recorded listening activity for students to draw what they hear
    - a sentence sequencing exercise using the raft story from *Wolf Island*
    - a preference chart about animals they like and dislike in which students support their preferences with reasons.
4. Students write individual tests using packages prepared from the activity centre materials.
5. Reread *Wolf Island* revisiting the theme of out of balance. Choose segments of the text for students to repeat orally, e.g., the falling intonation patterns of sentences such as: *Rabbits were hungry. Foxes were hungry. ...The whole island was hungry.* Use the language experience approach to prepare a group summary of *Wolf Island.* As students copy this into their notebooks, have students individually retell the story orally. Assess these retellings using the criteria in Appendix 4.

Assessment/Evaluation Techniques

- assess individual tests (Diagnostic)
- track on a grid the amount of material students cover (Formative)
- assess retellings using Appendix 4 (Summative)

Accommodations

- By this point in the course some students may be able to write summaries independently while the teacher works on the group summary.

Resources

Godkin, Celia. *Background Information of Wolf Island and Suggestions for Use in Schools.* Toronto: Fitzhenry and Whiteside.

Godkin, Celia. *Wolf Island.* Toronto: Fitzhenry and Whiteside, 1989.

Godkin, Celia. *Lady Bug Garden.* Toronto: Fitzhenry and Whiteside, 1996.

Godkin, Celia. *Sea Otter Inlet.* Toronto: Fitzhenry and Whiteside, 1998.

Activity 6: Animals in their Habitats

Time: 300 minutes

Description

This activity is centred on a field trip to a zoo or a site where animals may be visited in an approximation of their natural habitat. Students write a letter explaining the trip; they write about personal safety and appropriate behaviour around animals. They write and perform dialogues integrating the themes studied in this unit.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: AOR.02X; AORV.04X; AREV.01X; AWRV.01X; ASCV.02X.
Specific Expectations: AOR2.01❖, 4.03X; ARE1.01X; AWR1.04X; ASC2.06X.

Planning Notes

- The trip developed is based on a visit to The Toronto Zoo. In other parts of the province visits to an agricultural fair or The Royal Winter Fair or The African Lion Safari might be feasible. Local conservation centres often have presentations. For example, The Halton Region Conservation Authority offers a presentation on birds of prey; The Wye Marsh on the ecosystem of a swamp, and Point Pelee on migratory birds. Also The Ontario Science Centre, Science North, The Museum of Nature and the Royal Ontario Museum have ecosystem displays.
- If the travelling cases from the ROM or the Toronto Zoo have been rented, very useful preparation and follow-up activities can be developed.
- If a field trip is impractical at this time, students could use the CD-ROM, *The Animals!* or videos such as *Zoo Babies*, or *Behind the Scenes at the Zoo*
- Prepare a rubric to assess the dialogues after the field trip.

Materials Needed

- a video from the resource list or from a school board film catalogue; suitable films are likely to be labelled primary or junior and require previewing

Prior Knowledge Required

- familiarity with the imperative voice
- writes guided paragraphs
- familiarity with interview skills
- maintains a career list

Teaching/Learning Strategies

1. Activate prior knowledge by discussing who has been to a zoo, seen an animal being born, or been hurt by an animal before they came to Canada. Record vocabulary the students use well and words they are searching for before showing one of the videos listed in the resources. On a second viewing freeze frames and discuss how the keepers and designers have tried to make the animals feel at home. Remind students of their discussion in Activity 4 about why elephants are suited to living in Africa and polar bears in the Arctic.
2. Explain to students that they are going on a field trip. Use the language experience approach to write a co-operative letter to parents explaining the trip. Include information on travel plans, cost, luncheon arrangements, appropriate clothing, etc. Model the letter format. Students write a first language version as well as their copy of the co-operative letter for you to sign. Both are attached to the school's standard form.

3. Return to the list of experiences students recounted earlier. Have them identify dangerous animals and generate a list of rules for safety when near live animals. The teacher reviews the imperative sentence structure used for rules: *Don't walk between an animal and her baby. Don't annoy a rhinoceros.*
4. The class visits the zoo. Try to schedule visits to animals at feeding time. Have students sketch or photograph animals in their present habitats or enclosures. Students also list the jobs they see people doing at the zoo and add these to their career lists for homework.
5. Have pairs of students choose an animal to interview for a dialogue-writing activity. Students use their notebooks to draft questions in the second person singular such as these: *What do you eat? Are you a herbivore or a carnivore? Who eats you? How many children do you have? What do you do in the winter? What do you do when it is too hot? Where were you born? Do you like a wet or a dry climate?* They then imagine what their animal would answer and write appropriate answers. Some students may choose to interview a zookeeper about the animals. In this case the grammar focus shifts to third person singular. After the dialogues have been checked for accuracy, and edited using the *Composition Checklist,* Unit 2, Appendix 2, students rehearse and perform the dialogues for the class. These dialogues are assessed. Display the written versions of the dialogues with photographs taken at the zoo.

Assessment/Evaluation Techniques

- dialogues (Summative)

Accommodations

- Teacher helps script dialogues

Resources

Videos

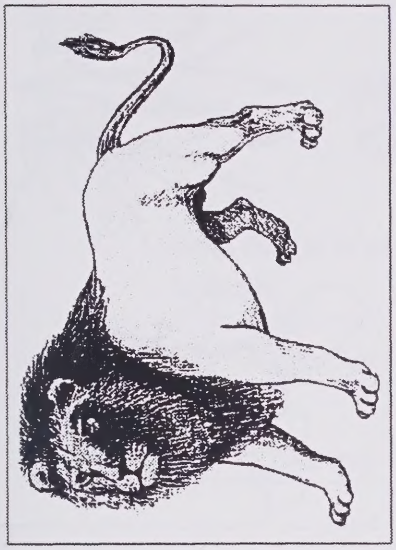
Zoo Babies. TDF Pictures. 1990. 30 minutes.

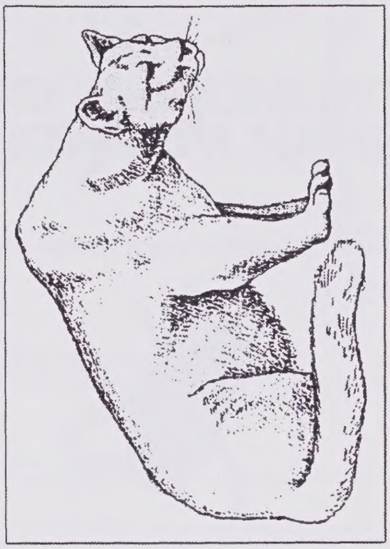
Behind the Scenes at the Zoo.

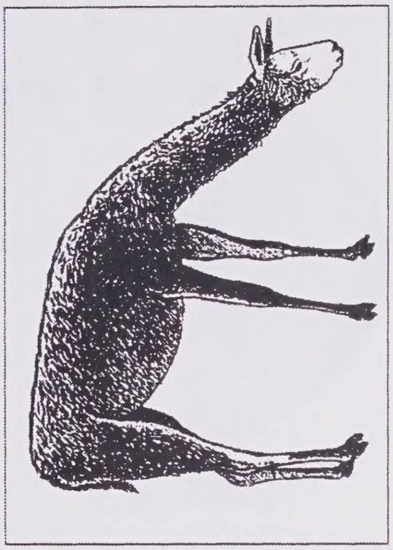
CD-ROM

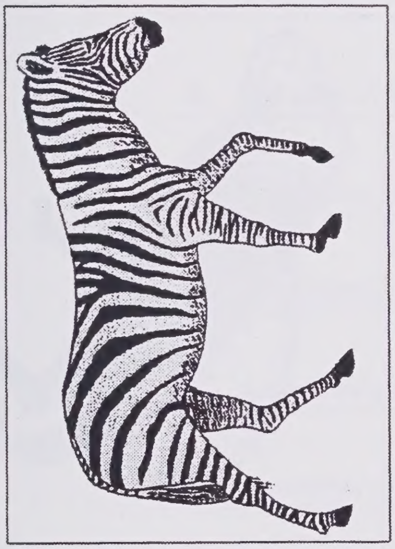
The Animals! San Diego Zoo. 1992-3

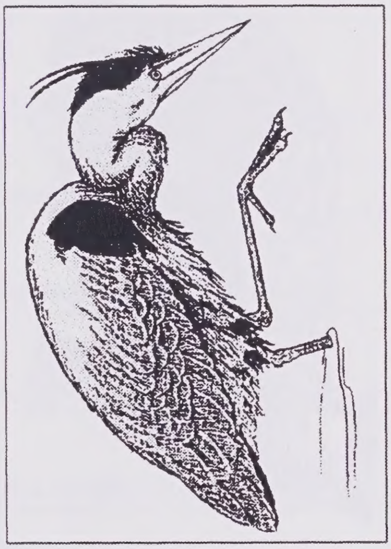
Appendix 1

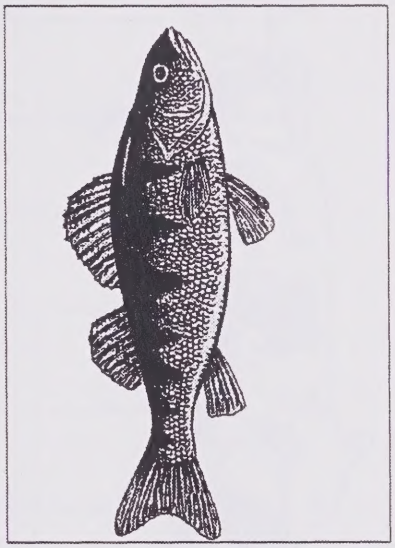


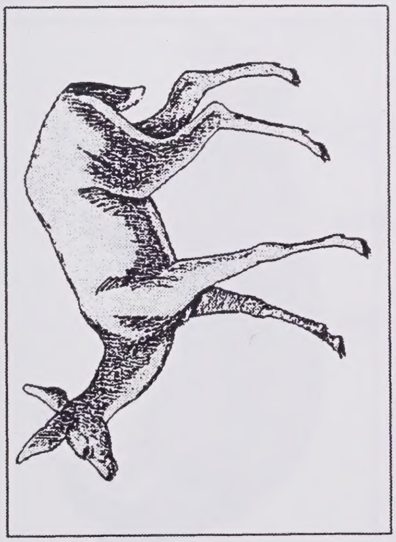


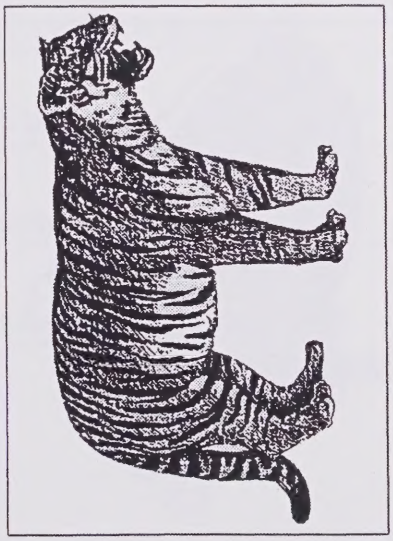


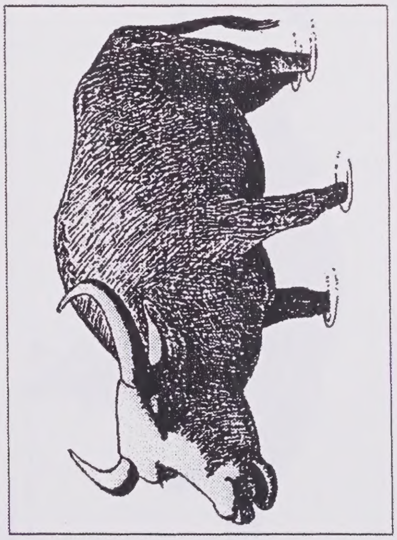


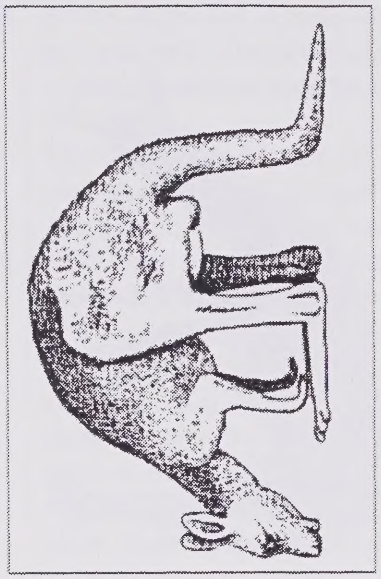


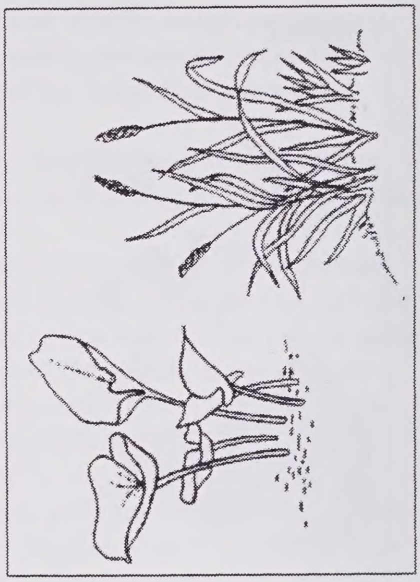


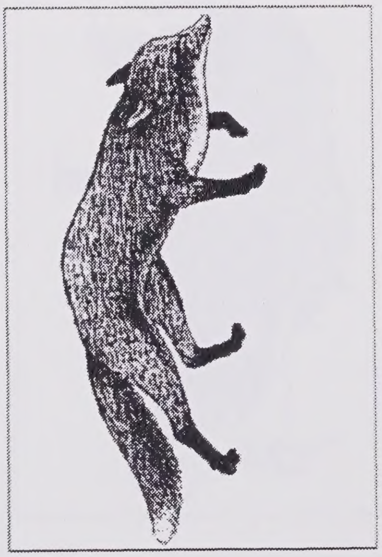


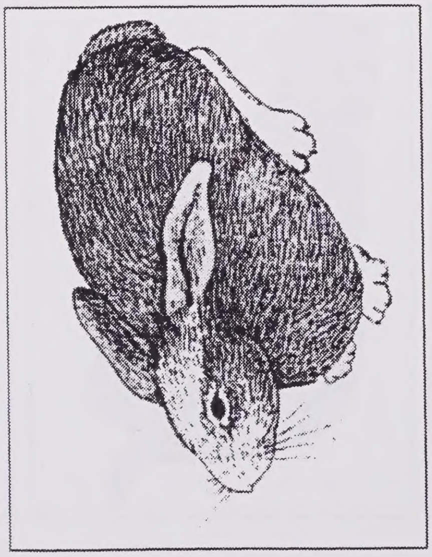


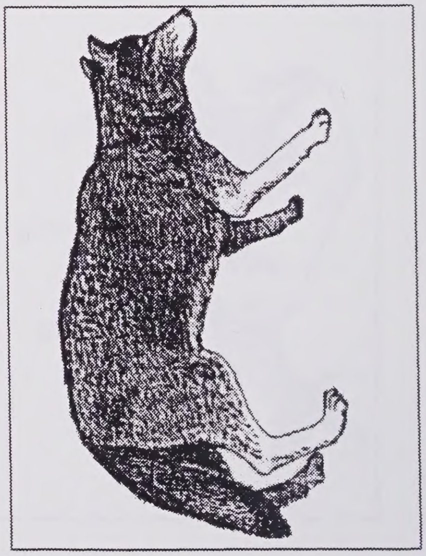






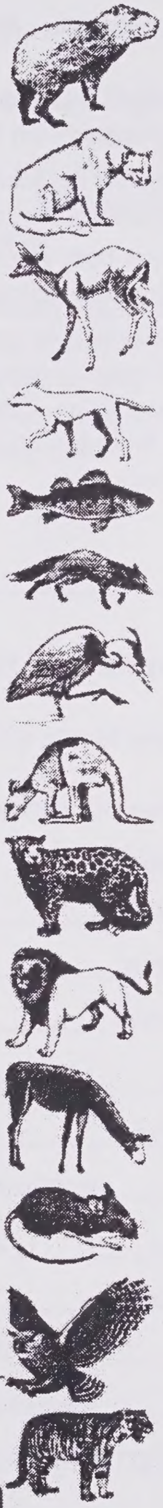






Appendix 2

FIND SOMEONE WHO KNOWS THE NAME



Write the name of the animal and the name of a person who also knows it.

1. A bird that stands on one leg

2. A bird that flies at night

3. A swimmer

4. The king of the jungle

5. An African animal that has stripes

6. An Australian animal that looks like a dog

7. An animal your teacher doesn't know

8. An animal with a double l in its name.

9. An animal with a pocket in its stomach

10. An animal with long ears

11. An animal that has spots

12. A small animal that likes to live in houses

Appendix 3A: Herbivores and Carnivores

All living things need food. Plants can make their own food; animals cannot. Animals must eat plants or other animals.

Animals that eat plants are herbivores. Rabbits, mice, and kangaroos are herbivores. An animal that eats another animal is a carnivore. Carnivores are meat-eaters. Lions, tigers, and wolves are carnivores.

People eat both plants and animals. They are omnivores. Animals such as bears and monkeys are omnivores too. Some people choose to eat only plants. These people are vegetarians.

A chain is usually a set of metal rings. We use chains to fasten bicycles to trees. Scientists use the word chain to mean things that happen one after the other. An example is a food chain. A zebra eats plants. A lion eats a zebra. When scientists make diagrams, they use arrows. The arrow always points toward the animal that eats. In a diagram with a picture the arrow goes into the mouth of the lion just the way the zebra does.

Appendix 3B: Herbivores and Carnivores: Test

Fill in the blanks with the simple present forms of these verbs: ***be, choose, eat, point, go, use, make***

All living things need food. Plants can make their own food; animals cannot. Animals must eat plants or other animals.

Animals that_________ plants _________ herbivores. Rabbits, mice, and kangaroos_________herbivores. An animal that _________ another animal _________ a carnivore. Carnivores _________ meat-eaters. Lions, tigers, and wolves _________ carnivores.

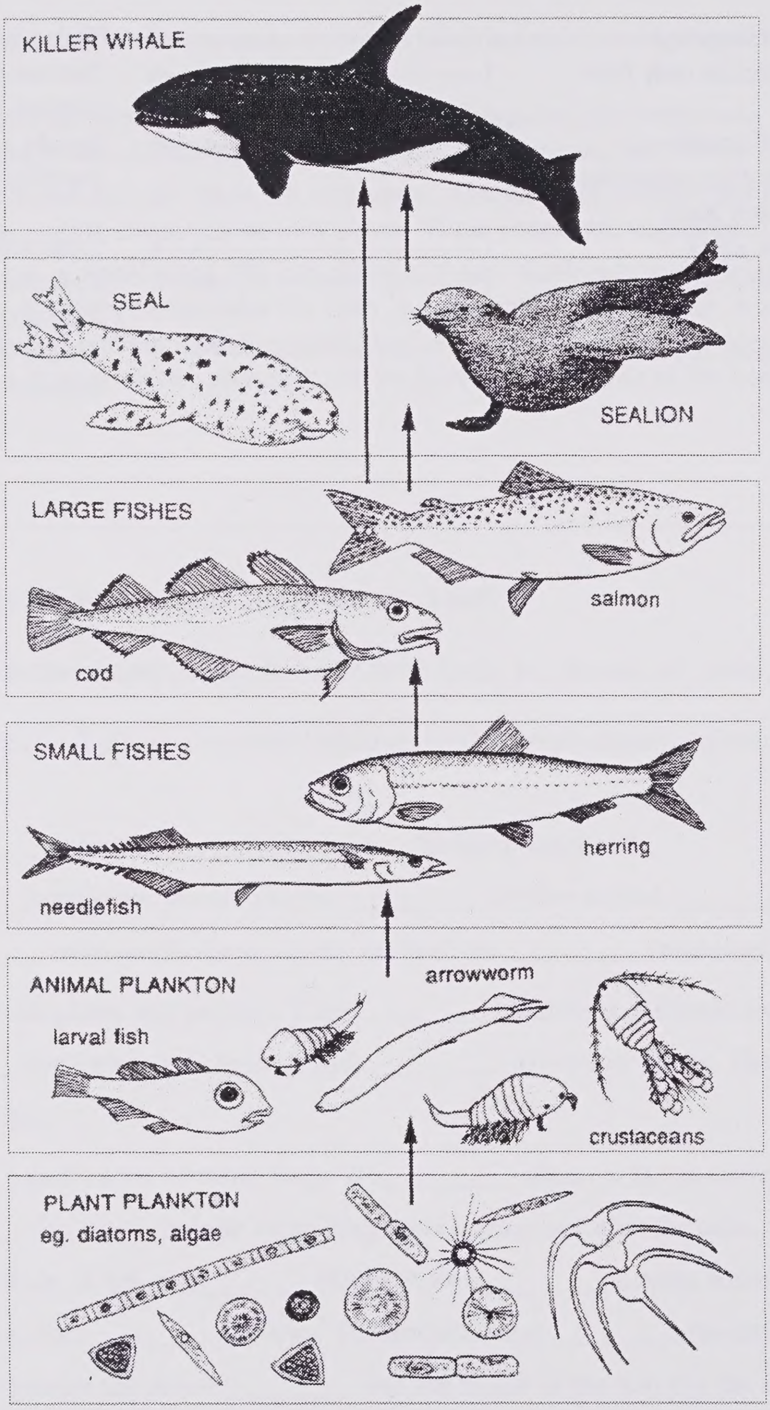
People_________ both plants and animals. They _________ omnivores. Animals such as bears and monkeys _________ omnivores too. Some people _________ to eat only plants. These people _________ vegetarians.

A chain_________ usually a set of metal rings. We_________ chains to fasten bicycles to trees. Scientists _________ the word chain to mean things that happen one after the other. An example _________ a food chain. A zebra _________ plants. A lion_________ a zebra when scientists _________ diagrams, they _________ arrows. The arrow always _________ toward the animal that eats. In a diagram with a picture the arrow _________ into the mouth of the lion just the way the zebra does.

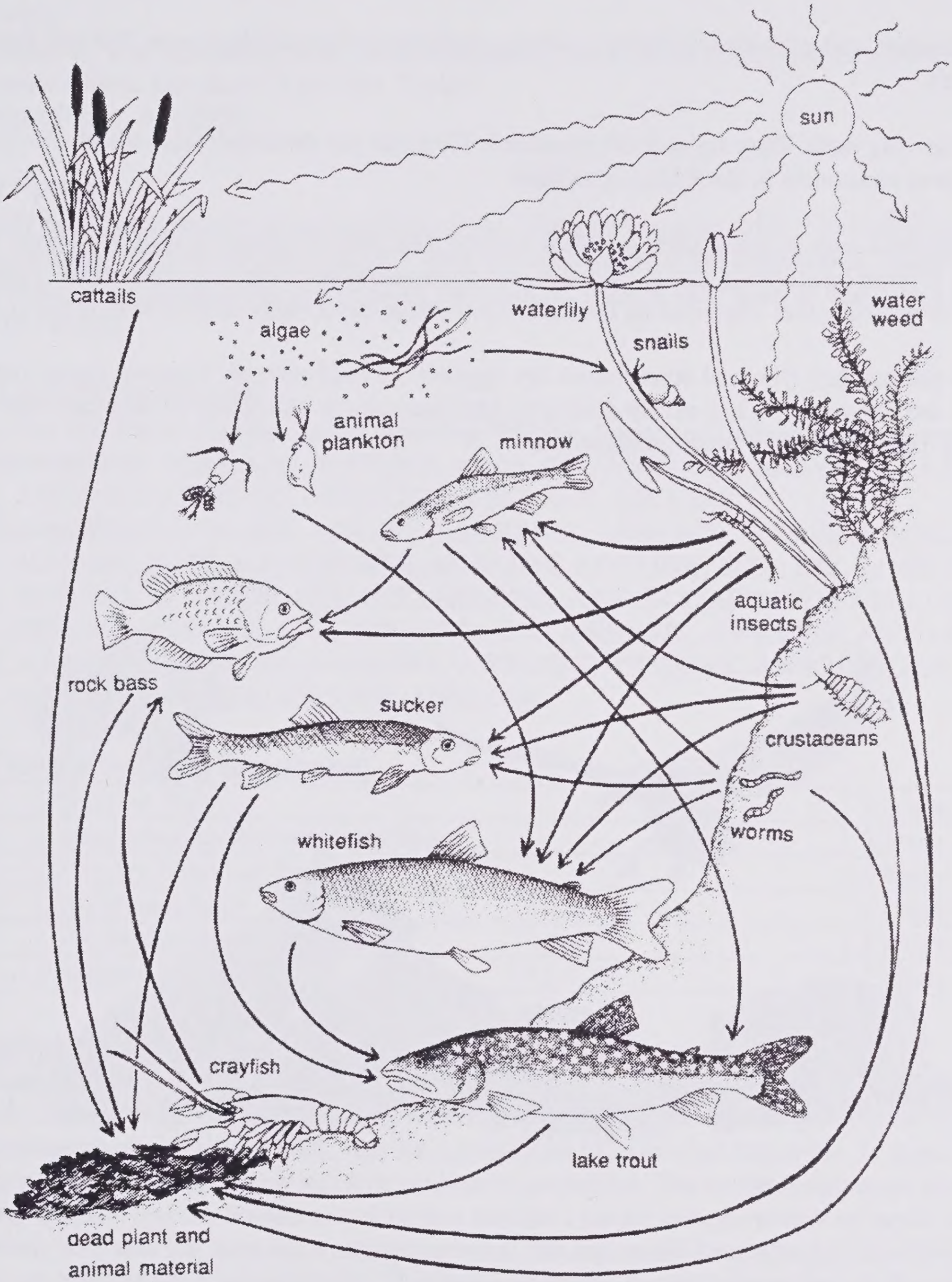
Appendix 4: Rubric for Assessing Retelling Reading

1.	Retells in first language	1---------------------------------4	Tells totally in English
2.	Derives information only from pictures	1---------------------------------4	Derives information from pictures and text
3.	Gives some information in response to probing questions from teacher and peers	1---------------------------------4	Speaks at length without questioning
4.	Confuses main ideas	1---------------------------------4	Understands main ideas.
5.	Does not connect reading life experiences	1 -------------------------------4	Responds personally to with information in text
6.	Identifies pictures but cannot retell	1---------------------------------4	Retells ideas with many supporting details

Appendix 5


KILLER WHALE
SEAL
SEALION
LARGE FISHES
salmon
cod
SMALL FISHES
herring
needlefish
ANIMAL PLANKTON
arrowworm
larval fish
crustaceans
PLANT PLANKTON
eg. diatoms, algae

Appendix 6


sun
cattails
algae
waterlily
water weed
snails
animal plankton
minnow
rock bass
aquatic insects
sucker
crustaceans
worms
whitefish
crayfish
lake trout
dead plant and animal material

Appendix 7: Scavengers and Decomposers

Jackals, hyenas, and vultures are Africa's garbage collectors. They eat dead meat. We call them scavengers.

Vultures are big birds. They fly over the grassland. They can see dead meat from the air. Vultures are the biggest meat consumers in the African grassland.

Jackals are wild dogs. Hyenas are bigger than jackals. The spotted hyena is a yellowish-gray. Its ears are rounded. Hyenas have strong necks. They can pull dead zebras and lions with their teeth. Their teeth and jaws are very strong too. They can eat bones. Hyenas come out at night. Their sound is like a sharp laugh.

When an animal dies, flies and other insects lay eggs on the dead animals. Maggots come from the eggs. Maggots are like worms. They eat the dead lion. Microscopic life like bacteria and fungi feed on the meat. We call bacteria and fungi decomposers.

Unit 5: Wellness

Time: 20 hours
Unit Developers: Jane Campbell, Hazel Excell, Michelle Flecker, Denise Gordon, Jane Hill, Paula Markus, Eleanor Minuk, Jane Sims, Betty Ann Taylor
Development Date: July 1999.

Unit Description

Students study health and nutrition to further develop their English language skills. Communication with the medical community and the maintenance of a well-balanced life style are emphasized. Students complete personal information forms, and through role playing, express their state of health and feelings in a variety of contexts.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence
Overall Expectations: AORV.01X, AORV.02X, AORV.03X, AORV.04X; AREV.01X, AREV.02X, AREV.03X, AREV.04X; AWRV.01X, AWRV.02X; ASCV.01X, ASCV.02X.
Specific Expectations: AOR1.01X, AOR1.02X, AOR1.03X, AOR1.04X, AOR1.05X, AOR2.01X, AOR2.02X, AOR2.03X, AOR2.04X, AOR3.01X, AOR3.02X, AOR3.03X, AOR3.04X, AOR3.05X, AOR3.06X, AOR4.01X, AOR4.02X; ARE1.02X, ARE1.03X, ARE1.04X, ARE2.01X, ARE2.02X, ARE2.03X, ARE2.04X, ARE3.02X, ARE3.04X, ARE4.01X; AWR1.02X, AWR1.03X, AWR1.04X, AWR2.01X, AWR2.02X, AWR2.03X, AWR2.04X, AWR2.07X, AWR2.08X, AWR2.09X; ASC1.02X, ASC1.03X, ASC2.05X, ASC2.06X, ASC2.07X, ASC2.08X.

Activity Titles (Time and Sequence)

Activity 1	Good for You!	2 hours
Activity 2	Introducing the Wellness Portfolio	2 hours
Activity 3	You Are What You Eat	4 hours
Activity 4	The Human Body	5 hours
Activity 5	The Medical Community	5 hours
Activity 6	Portfolio Presentation	2 hours

Unit Planning Notes

- Throughout the course, a number of ongoing routines have been established and are continued in this final unit. These activities include: student journal writing, keeping of a classroom picture dictionary and a personal vocabulary list or book, and the compilation of a personal career list. In particular, this unit focusses on student portfolios and their authentic assessment. The written component of this unit is a personal health journal. Students work from a teacher's model to keep records of meals eaten over a week; they also log sleep and exercise patterns. The topics and structures are repetitive so that students can begin to work independently. This is a preparation for the independent study units included in other areas of the curriculum.
- English has many idioms and expressions about health and wellness. Start each class with a discussion about a different expression, for example, *An apple a day keeps the doctor away; You are what you eat; Early to bed and early to rise makes a person healthy, wealthy, and wise.* Students can also provide translations of health proverbs from their first language.

- There are always cultural values and assumptions embedded in the discussion of health issues. Respect the experiences and practices of students and insist that they do likewise. Some of our students come from backgrounds where Western medicine may not be widely practised. As teachers we have to encourage the sharing of information about alternative health practices, while making students aware of what is available, accepted, and legal in Ontario. When questions arise, involve multicultural health professionals.
- Some activities emphasize the importance of a varied and nutritious diet as part of a balanced lifestyle. Begin collecting magazines, brochures, and flyers with pictures of foods from around the world, especially those with which your students have familiarity. International cookbooks such as the Time-Life series are usually available in school libraries. Other components of the unit include fitness, personal hygiene, sleep, rest, and relaxation. The journal and independent study provide an opportunity for reflection on health practices. The overriding message of this unit is that balance and moderation in all aspects of daily life are essential to health, well-being, and success as students.
- There are many resources in each community across the province that can enhance and enrich the unit. Consider inviting various health care professionals to the class.
- The Collection Portfolio, introduced in Activity 2, is ongoing throughout the unit. This type of portfolio contains all work done in the unit including the work done in class, homework, tests, quizzes and assignments. The maintenance of a Collection Portfolio specifically addresses the thinking skills required in organizing work. It is an excellent learning tool that allows students, their parents and teachers to reflect on the learning process. Samples of portfolios should be collected and saved as exemplars for future classes.
- Teachers evaluate the portfolio in two distinct ways. Students keep an accurate and complete Table of Contents that reflects everything in the portfolio. Teachers regularly track the progress of the student portfolio throughout the unit by comparing the Table of Contents page to the actual contents of the portfolio. Teachers evaluate the oral presentation of the portfolio and the organizational merits of the contents. It is necessary to conference regularly to help students monitor their own progress.
- Students give an oral portfolio presentation as the culminating activity of the unit and are evaluated on their presentation. Consult Appendices 2, 3, 4 and 5 for specific evaluation criteria for the Collection Portfolio and presentation. For more information about portfolios and authentic assessment, please refer to the text *Authentic Assessment For English Language Learners: Practical Approaches For Teachers.*
- Since this is the last unit before final course evaluations teachers, in consultation with their departments, make decisions about how students can demonstrate whether they have met the key overall expectations of the course. In some schools the portfolio presentations might be part of individual end of course interviews. Evaluations have been minimized within the unit because many schools do not permit testing during the last weeks of a course. A final evaluation would include opportunities for students to write using the vocabulary and structures taught and reviewed during this unit.

Prior Knowledge Required

- demonstrate an understanding of classroom directions and activities, and of key vocabulary
- take turns in conversations and classroom discussions
- follow simple written instructions
- use dictionaries to clarify word meanings
- use graphic organizers
- use alphabetical order
- extract information from signs

- express feelings
- know names of holiday foods
- identify colours
- understand adverbs of time, adjectival opposites, use of "*too*," question/answer formation

Teaching/Learning Strategies

Brainstorming/webbing, Collection Portfolio, journal writing, co-operative learning groups, teacher read-alouds, silent readings, graphic organizers, field trips, language games, guest speakers, questionnaire, classifying and categorizing, pair, group and class interaction, role play, self- and peer- assessment, student presentations, sharing languages and cultures.

Assessment/Evaluation Techniques

Activity	Type	Tool	Categories
1	Diagnostic Formative Formative	Questionnaire Paired Discussions Homework sentences	Knowledge Communication Thinking
2	Formative	Table of Contents Set Up	Knowledge/Application
3	Diagnostic/Summative Formative Formative/Summative	Vocab. Spelling Quizzes Food Poster/Collage Health Journal Entry	Knowledge Knowledge/Application Know/Think/Comm/Appl
4	Formative Diagnostic/Summative Summative Formative Formative	Dictionary Activity Vocab. Spelling Quizzes Labelled Diagram Cloze Exercise Tracking Sheet	Knowledge/Application Knowledge Knowledge/Application Knowledge/Thinking Know/Think/Appl
5	Diagnostic/Summative Formative/Summative Diagnostic/Form/Summ Formative/Summative Summative Summative	Vocab. Spelling Quizzes Matching Activity Medical Information Form Role-Play Presentation Worksheet Search and Find Worksheet	Knowledge Knowledge/Application Know/Think/Comm/Appl Knowledge/Communication Thinking/Application Know/Think/Appl
6	Summative Summative	Portfolio Organization Portfolio Presentation	Know/Comm/App Know/Think/Comm/Appl

Resources

Print

Ashkenas, Joan. *Comics and Conversation: Using Humour to Elicit Conversation and Develop Vocabulary.* Studio City, California: JAG Publications, 1985.

Berish, Lynda and Sandra Thibaudeau. *Canadian Concepts 1 and 3.* 2nd Edition. Toronto: Prentice Hall Allyn and Bacon, 1997.

Berish, Lynda and Sandra Thibaudeau. *Grammar Connections 1.* Toronto: Ashkenas, Joan. *Comics and Conversation: Using Humour to Elicit Conversation and*

Develop Vocabulary. Studio City, California: JAG Publications, 1985.

Berish, Lynda and Sandra Thibaudeau. *Canadian Concepts 1 and 3.* 2nd Edition. Toronto: Prentice Hall Allyn and Bacon, 1997.

Berish, Lynda and Sandra Thibaudeau. *Grammar Connections 1.* Toronto: Prentice Hall Regents, 1995.

Burton, Eric and Lois Maharg. *Going Places: Picture-Based English. Book 1.* Toronto: Addison Wesley, 1995

Chabot, John. *Thematic Activities for Beginners in English.* Virgil, Ontario: Full Blast Productions, 1995.

Chabot, John. *101 Illustrated Crossword Puzzles.* Virgil, Ontario: Full Blast Productions, 1994.

Chabot, John. *101 More Illustrated Crossword Puzzles.* Virgil, Ontario: Full Blast Productions, 1998.

DeFilippo, Judy and Charles Skidmore. *Skill Sharpeners 1.* 2nd Edition. Toronto: Addison Wesley, 1991.

Docherty, Tosha and David Macdonald. *More Thematic Activities for Beginners in English.* Virgil, Ontario: Full Blast Publications, 1997.

Frazier, Laurie and Robin Mills. *Northstar: Focus on Listening and Speaking: Basic.* White Plains, New York: Addison Wesley Longman, 1998.

Grennan, Maggie. *The Canadian Oxford Picture Dictionary: Intermediate Workbook.* Don Mills: Oxford University Press, 1996.

Haugnes, Natasha and Beth Maher. *Northstar: Focus on Reading and Writing.* White Plains, NewYork: Addison Wesley Longman. 1998.

Heyer, Sandra. *Picture Stories for Beginning Communication*. Toronto: Prentice Hall Regents, 1989.

Nishio, Yvonne Wong. *Longman ESL Literacy: Student Workbook.* 2nd Edition. White Plains, New York: Addison Wesley Longman, 1998.

O'Malley, J. Michael and Lorraine Valdez Pierce. *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. Addison Wesley, 1996.

Walker, Michael. *Success: Communicating in English, Textbook 1.* Toronto: Addison Wesley Publishing, 1994

Wiggins, Grant and Jay McTighe. *Understanding by Design.* Alexandria, Virginia: Association for Supervision and Curriculum Development, 1998.

Canada's Food Guide to Healthy Eating: For People 4 Years and Over. Ministry of Supply and Services Canada, 1992. ISBN 0-662-19648-1

English, Yes! Learning English Through Literature: Literacy. Chicago: NTC 1998.

Web Sites

Heart and Stroke Foundation
www.hsf.ca
Canada's Food Guide
http://slis6000.fims.uwo.ca~keyurek/guide.htm/
www.hc-sc.gc.ca/hppb/nutrition/pube/pres…ers/canadas.htm

Activity 1: Good for You!

Time: 120 minutes

Description

By completing a questionnaire, students begin to explore the components of a healthy lifestyle. In a brainstorming session, the class discusses and responds to specific questions about their perceptions of healthy living. These activities teach and reinforce question and short answer formation.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Reading; Writing; Social and Cultural Competence
Overall Expectations: AORV.01X❖; AREV.01X; AWRV.01X; ASCV.02X.
Specific Expectations: AOR1.01X, AOR1.03X, AOR1.05X❖, AOR2.02X, AOR3.06X; ARE1.02X; AWR1.01X, AWR2.04X, ASC1.02X, ASC2.05X.

Planning Notes

- Be aware that students approach this unit with different levels of knowledge about health and well being. They may express cultural assumptions and norms that could be different from Canadian expectations and ideals.

Materials Needed

- multiple copies of the teacher prepared questionnaire (Appendix 1), chart paper, markers, masking tape

Prior Knowledge Required

- demonstrate an understanding of classroom directions and activities, and of key vocabulary
- take turns in conversations and classroom discussions
- follow simple written instructions
- use adverbs of time, antonyms, *too*, question/answer formation

Teaching/Learning Strategies

1. Introduce the new unit by writing the title Health and Wellness on the board. Ask students to work with a partner to come up with five topics they predict will be covered in the unit. Pairs report back to the class.
2. Distribute the Health and Wellness Questionnaire (Appendix 1). Read aloud the statements while students follow along and record their responses to each statement.
3. Team two pairs of students to compare and discuss their responses to the questionnaire. Circulate and observe interaction and ensure that all students are on task and are participating equally.
4. On the board make a chart with the titles *Yes, No,* and *Sometimes*. Tabulate student responses to the fifteen questions on the board. Identify most common practices. As a class discuss the results. Students then brainstorm additional healthful and unhealthful lifestyle decisions that they make.
5. Students copy the chart into their notebooks. For homework students compose full sentences describing three practices that are healthful and three practices that are not healthful using patterns such as these: *Smoking is not healthy. Eating fruit everyday is good for you.*

Assessment/Evaluation Techniques

- gauge students' understanding of survey material (Diagnostic)
- teacher observation of ability to express opinions and preferences in paired discussions (Formative)
- evaluate accuracy of sentence patterns in homework assignment (Formative)

Accommodations

- Have a supply of picture dictionaries for visual learners.
- Scribe for individual students as necessary.
- Allow students to complete the homework activity in first language.
- Have students write a list of what they like and do not like. Ask them to categorize their list according to what is healthful and not healthful for them.

Activity 2: Introducing the Wellness Portfolio

Time: 120 minutes

Description

Students assemble a Collection Portfolio throughout the unit. They create a table of contents and participate in the assessment of the portfolio. Students practise presenting their portfolios to classmates.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Writing; Social and Cultural Competence
Overall Expectations: AORV.01X❖, AORV.03X❖; AWRV.02X❖; ASCV.02X❖.
Specific Expectations: AOR1.04X, AOR2.04X❖, AOR3.01X❖, AOR3.03X❖; AOR3.05X❖; AWR2.01X, AWR2.09X❖, ASC2.07X❖, ASC2.08X.

Planning Notes

- The Collection Portfolio introduced in this activity is ongoing throughout the unit. It contains all student work and maps progress over the course of the unit.
- The focus for evaluation is the organization and the presentation of the portfolio. Work completed during this unit is evaluated separately and included in the portfolio. Teachers regularly spot check student work for completion and accuracy.
- The Collection Portfolio may be organized using either a file folder system or a three-ring binder.
- Peers evaluate the portfolio presentation in this activity as preparation for the final portfolio presentation (Activity 6).

Materials Needed

- examples of tables of contents from various texts, binders/file folders, multiple copies of Collection Portfolio Instruction Sheet (Appendix 2), Tracking Sheet for Portfolio Table of Contents (Appendix 3), Rubric for Assessing Portfolio Organization (Appendix 4) and Assessment of the Portfolio Presentation (Appendix 5)

Prior Knowledge Required

- follow simple written instructions
- give and respond to straightforward directions and instructions

Teaching/Learning Strategies

1. Explain to the class what a Collection Portfolio is and show examples where possible. Tell students that all of the work of the unit, including the work and homework from Activity 1, is to be placed in their portfolios. Distribute and go through the Collection Portfolio Instruction Sheet (Appendix 2). Show students examples of tables of contents from various texts to help them understand the expectations of this assignment. Distribute and explain the Tracking Sheet for Portfolio Table of Contents (Appendix 3), and the Rubric for Assessing Portfolio Organization (Appendix 4). Inform students that they will be presenting their portfolios at the end of the unit. Distribute and discuss the Assessment of the Portfolio Presentation (Appendix 5). Students can use this sheet as a guide when they coach each other on their presentations.
   For homework, students create a title page for the portfolio incorporating visuals and words about Health and Wellness. They also create the Table of Contents with the Health and Wellness Questionnaire as page 1. Refer them to the Collection Portfolio Instruction Sheet (Appendix 2) for specific directions.
2. Regularly track the progress of the student portfolios throughout the unit by comparing the Table of Contents page to the actual contents of the portfolio. Conference regularly to help students monitor their own progress.

Assessment/Evaluation Techniques

- evaluate the set-up of the portfolio Table of Contents using Appendix 2 (Formative)

Accommodations

- Pair students with the same first language.
- Students may practise their portfolio presentation in first language.

Activity 3: You Are What You Eat

Time: 240 minutes

Description

Students begin to understand how nutrition relates to the maintenance of a well-balanced life style. They examine Canada's Food Guide as an example of a framework for balanced nutrition. They make a food collage or poster to demonstrate their knowledge of the food groups, with examples of foods from all cultures represented in the class. They begin a health journal by recording food intake and assessing their diets. Students use the imperative, the negative construction in simple sentences, and chart information that links nutrition to health and wellness.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: AORV.01X; AREV.04X; AWRV.01X❖, AWRV.02X❖; ASCV.02X.
Specific Expectations: AOR1.01X, AOR1.03X, AOR1.04X, AOR2.01X, AOR2.03X,; ARE2.02X, ARE2.03X, ARE2.04X❖; AWR1.02X, AWR2.02X, AWR2.04X❖, AWR2.07X❖, AWR2.08X; ASC2.05X, ASC2.06X, ASC2.08X.

Planning Notes

- Display magazines, cookbooks, brochures, and flyers with pictures of foods from around the world.
- Food and food preparation are culturally sensitive issues. Encourage students to be tolerant and accepting of many practices.
- Students come to the unit with varying degrees of food vocabulary. Ensure that all students have at least a minimal base knowledge of the names of foods.
- Encourage students to name foods from their culture that have no English equivalent. Helping students transliterate from languages that use other alphabets or non-alphabetic writing systems reinforces sound-symbol correspondence and validates the language backgrounds of all students.
- Consult with Family Studies teachers who may be covering some of this information in their courses. Work together to establish how to plan healthful meals using food familiar to the students.
- *Canada's Food Guide to Healthy Eating* is sometimes difficult to apply to international diets; it is important to highlight the alternatives to dairy and meat products. Students who have studied British English often know the word *pulses* for beans and lentils.

Materials Needed

- scissors, glue, poster paper, markers, multiple copies of the *Canada's Food Guide To Healthy Eating* (available from the local health department), chart paper, masking tape.

Prior Knowledge Required

- use alphabetical order
- use dictionaries to clarify word meanings
- complete a chart
- names of holiday foods
- identify colours

Teaching/Learning Strategies

1. Teach names of common foods using complementary language practice activities from classroom texts and resources such as *Thematic Activities for Beginners in English* (Fruit and Vegetables), *More Thematic Activities for Beginners in English* (Food), *101 Illustrated Crossword Puzzles* (Fast Foods, Healthy Foods).
2. Brainstorm a list of favourite foods from the countries represented in the class. Show students how to transcribe non-English words using the English alphabet. Teach/review the vocabulary of the serving sizes of food, e.g. *slice, piece, cup, small, medium, large,* etc. and the names of daily meals. Much of this vocabulary development work can be assigned as homework and checked quickly in class using games and by giving short spelling tests.
3. Model for students a day's entry in a journal that focusses on food: *Yesterday I got up late and had no time to make breakfast so I heated up some spaghetti from the night before in the microwave and grabbed an orange and banana to take to school for lunch. I bought some fries in the cafeteria and sat with my friends and ate while we worked on our math homework. Last night it was my turn to cook. I cut up vegetables and fried them with some chicken and made rice. We had left-over birthday cake for dessert.* Tell students that they will be writing entries about food in their health journal for a week. This journal is also to be a part of their portfolio.

4. Discuss what the class learned about nutrition before they came to Canada. Explore how they learned to cook, who shopped for their family, and what a healthful diet included. On the board, write the word *food.* Ask students to name as many foods as they can. List these on the board. Next, explain that Canadian nutritionists teach by talking about four groups of food: dairy, grains, fruit and vegetables, meat and alternatives. Divide the class into groups. Assign a different food category to each group. Students decide which foods listed on the board fit into their food category, and record their answers on chart paper. Post the papers around the room. Throughout the activity, supplement the lists with new vocabulary.
5. Ask each group to predict how many servings of their food group a person needs to eat each day to maintain good health. Distribute *Canada's Food Guide to Healthy Eating*. Begin by asking each group to locate their food group and the recommended serving amounts. Compare their predictions to the Food Guide and discuss their findings as a class. Highlight food substitutions, for example dark green leafy vegetables and soy products in lieu of milk products.
6. Refer to the chart lists on food categories that have been posted and write model expressions about recommended food servings. Use the imperative. For homework, have students write simple sentences in the imperative about the recommended serving sizes for each food group.
7. Divide the class into groups. Each group creates a poster or collage about a different food group. The posters/collages include a title, pictures, labels and information about serving sizes. Have students present their work to the class. Post the visuals beside the student generated lists.
8. Use the original model entry as an example and demonstrate how to analyze food intake according to *Canada's Food Guide*. Have students choose a day from their health journals on which they believe they ate well. Have partners read their journal entries aloud to each other. Have them compare their daily intake with *Canada's Food Guide to Healthy Eating*. Model several short sentences about the food intake and suggestions for improvement in eating habits. Use both positive and negative imperative structures. Have students write a reflective entry in their journals evaluating their diets and identifying areas they might change.
9. Have students select one entry from their weekly health journals to re-write and hand in for evaluation.

Assessment/Evaluation Techniques

- vocabulary spelling quizzes and activities (Diagnostic; Summative)
- evaluate food poster/collage referring to rubric in Unit 3, Appendix 4 (Formative)
- respond to health journals by writing questions and supplying words students are searching for. (Diagnostic)
- evaluate a revised health journal entry focussing on uses of irregular past tenses (Summative)

Accommodations

- Scribe for individual students as necessary.
- Have students write food journal in first language.
- Have students draw or find pictures in place of words.
- Allow students to complete individual posters/collages with examples from each food group.
- Have more advanced students create a meal plan that follows Canada's Food Guide, including recipes.

Resources

Canada's Food Guide to Healthy Eating: For People 4 Years and Over. Ministry of Supply and Services Canada. 1992. ISBN 0-662-19648-1

Canada's Food Guide
http://slis6000.fims.uwo.ca~keyurek/guide.htm/
www.hc-sc.gc.ca/hppb/nutrition/pube/pres…ers/canadas.htm

Activity 4: The Human Body

Time: 300 minutes

Description

Students study the role of the human body in relation to wellness and good health. They learn the names of the parts of the body, the importance of regular physical activity and consistent sleeping patterns, the establishment of routines, and maintenance of personal hygiene. They continue to record personal information in their health journals. Students study adjectives, antonyms, and synonyms in the context of the unit.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Expectations
Overall Expectations: AORV.01X, AORV.02X; AREV.02X❖, AREV.04X; AWRV.02X❖; ASCV.02X❖.
Specific Expectations: AOR1.01X, AOR1.03X, AOR2.03X, AOR3.04X, AOR4.01X; ARE1.02X❖, ARE2.01X, ARE2.02X, ARE2.03X, ARE2.04X, ARE4.01X; AWR2.02X, AWR2.03X, AWR2.07X❖, AWR2.08X❖; ASC2.05X, ASC2.06X.

Planning Notes

- Many of the students have never participated in coeducational activities about the human body or body image. Monitor the comfort level of the class and help students overcome discomfort and embarrassment.
- Many students have participated in various forms of formal physical activity in their home country. Stress the importance of continued physical activity as part of a wellness program, rather than sports as a hobby.
- Consult with teachers in the Physical Education Department who may be covering some of this information in their courses. Invite guest speakers from such places as the Y, Parks and Recreation, or the school athletic association to discuss physical fitness programs in the school and community.
- Create a cloze exercise based on the classroom discussion (see Teaching/Learning Strategy 2).
- Create a tracking sheet entitled Sleep Habits/Physical Activity Log. Create three sections titled: Sleep Habits, Physical Activity and spaces for student reflections and teacher comments. In the sleep section include: Time I Went to Sleep and Woke Up, Naps Throughout the Day and Amount of Sleep per Day. In the Physical Activity section include: Kind(s) of Exercise and Amounts of Exercise per Day. These records are to be inserted in the health journals.

Materials Needed

- chart paper, markers, dictionaries, multiple copies of teacher generated cloze exercise based on the classroom discussion, teacher generated tracking sheet entitled Sleep Habits/Exercise Log, samples of hygiene products (e.g. *dental floss, shampoo, clothes detergent, nail brush*, etc.)

Prior Knowledge Required

- demonstrate an understanding of classroom directions and activities
- use dictionaries to clarify word meanings
- tell time
- express feelings

Teaching/Learning Strategies

1. Teach names of parts of the body using classroom texts and resources such as *Thematic Activities for Beginners in English*, (Human Body), *More Thematic Activities for Beginners in English* (Health Care and Facial Expressions) and *Canadian Concepts, A Conversation Book 1*. Much of this vocabulary development work can be assigned as homework and checked quickly in class using games like Simon Says and Bingo. Assess knowledge by giving short spelling tests and having students label diagrams.
2. On chart paper, write the title: Health and Wellness in the hub of a word web. Label the spokes Nutrition, Exercise, Sleep, and Hygiene. Students look up the meanings of these terms in first language and English dictionaries and add them to their personal vocabulary lists. Share findings with the class. Conduct a class discussion about the balanced relationship of wellness to nutrition, exercise, cleanliness, and sleep. Summarize the class discussion on chart paper. Students copy the note into their notebooks. Next day, distribute a cloze activity based on the note. Evaluate the cloze exercise.
3. Distribute the Sleep Habits and Physical Activity Logs. Students record their sleep patterns and exercise routines for one week. Generate a class list of adjectives to describe physical and emotional states, for example, *tired, energized, refreshed,* etc. Make a corresponding list of synonyms and antonyms. Direct students to complete the reflections portion of the log by using the words in these lists. Students may use additional resources such as *The Oxford Picture Dictionary, Canadian Edition* (pages 30-31) for support. Have students include these logs in their health journals.
4. Invite guest speakers to address the class on the topic of Physical Fitness. In advance of the visit, have students prepare questions to ask. Encourage students to begin to explore the effect of nutrition, physical activity, and sufficient sleep on the ability to function well in school.
5. Ask students to jot down on paper their daily routine. On the board write down the categories nutrition, exercise, sleep, and hygiene. Have students categorize their activities. On the board list all activities that students have recorded under the category of hygiene. Fill in any missing activities, e.g., flossing teeth, washing hands. Display any unfamiliar items. Discuss the reason for each.

Assessment/Evaluation Techniques

- teacher observation of student dictionary use (Formative)
- vocabulary spelling quizzes and activities (Diagnostic; Summative)
- test knowledge of names of body parts by having students label a diagram (Summative)
- evaluate cloze exercise (Formative)
- evaluate log (Formative)

Accommodations

- Pair students with the same first language for class discussions.
- Scribe for individual students as necessary.

Resources

Heart and Stroke Foundation
www.hsf.ca

Activity 5: The Medical Community

Time: 300 minutes

Description

The role of the medical community as it supports health and wellness is examined. Students learn the names and specialties of different health care professionals, complete medical history forms, and discuss common ailments and preventative health practices. Grammar includes a review of subject/predicate word order, the verb *to be*, simple verb tenses, negatives, questions, and common contractions.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
Overall Expectations: AORV.01X, AORV.03X; AREV.01X❖, AREV.02X, AREV.03X, AREV.04X❖; AWRV.01X❖; ASCV.01X, ASCV.02X❖.
Specific Expectations: AOR1.02X❖, AOR1.03X, AOR1.04X, AOR1.05X, AOR2.01X❖, AOR2.02X, AOR2.04X, AOR3.02X❖, AOR3.03X; ARE1.03X❖, ARE1.04X, ARE3.02X, ARE3.04X; AWR1.03X, AWR1.04X, AWR2.01X; ASC1.02X, ASC1.03X, ASC2.08X❖.

Planning Notes

- Arrange for a member of the local medical community to visit the class. Ask the guest to be prepared to briefly explain the job, requisite education, some details about patient care, and a short anecdote about the job. The visitors should expect to answer questions from the class.
- Prepare a fill-in-the-blank chart entitled The Medical Community Presentation Worksheet. Include places for students to fill in answers to the questions that they prepared in advance of the visit (e.g. name, profession, education, job description, likes/dislikes, special patient care, other).
- Start collecting empty prescription bottles, packaging from pain relievers and cold remedies, and other drugstore items for use as realia in the class.
- Make preparations for the field trip to the local pharmacy. Plan the Pharmacy Search and Find activity in Teaching/Learning Strategy 9. For example, ask students to locate and name two kinds of shampoo, the location of the prescription counter, the names of three different aisles, two brand names of cough syrup, etc. Make arrangements for the pharmacist to speak with the students. If such a trip is not practical, flyers from a pharmacy can be used.
- Be prepared for students to share personal experiences and use these opportunities for language development and instruction. However, not all students feel comfortable disclosing details of their personal health.
- Draft a medical information form. (A sample can be found in *The Canadian Oxford Picture Dictionary: Intermediate Workbook.*)
- The situation addresses the need to have a family doctor in the local community. Although students are often given the responsibility to serve as intermediaries for their parents in important interactions like medical visits, Appendix 6 has been scripted from an adult perspective for simplicity in dialogue.
- Create a set of "Who Am I?" index cards for use in Teaching/Learning Strategy 4. On each card, briefly describe a different health care professional.

Materials Needed

- index cards for the "Who Am I?" (Teaching/Learning Strategy 4), multiple copies of Medical Information/History Form and an overhead transparency of the form, multiple copies of *Dr. Vera Abdulahi's New Patient: Mr. Kamal Patel* (Appendix 6), multiple copies of The Medical Community Presentation Worksheet (described in the Planning Notes above), chart paper, markers, tape

Prior Knowledge Required

- understand question/answer formation
- respond to straightforward directions and instructions
- extract information from signs

Teaching/Learning Strategies

1. Teach the names of common ailments (e.g. headache, toothache, fever, sore throat, cold, flu, rash) using a variety of classroom texts such as *Canadian Concepts, More Thematic Activities for Beginners in English, or Skill Sharpeners 1.* As in Activity 4, much of this vocabulary development work can be assigned as homework and checked quickly in class using games. Assess knowledge by having students match vocabulary to visuals and by giving short spelling tests.
2. List on the board members of the medical community. Include doctors, dentists and hygienists, pharmacists, nutritionists, physiotherapists, acupuncturists, etc. Have students match the common ailments to the health care professional they would see. Students copy the information from the board and write sentences using the model: *When people have a/an _______, they visit the _____________.*

   Add medical professions to the ongoing career lists. Brainstorm other reasons for visiting a health care professional, e.g. regular check-ups, cleaning teeth, inoculations, pregnancy, recovery from an accident, disease etc.
3. Divide the class into two teams. Invite one student from Team A to come to the front of the class. Show the student the first "Who Am I?" card and have the student read the card aloud. Students from Team B confer and guess the health care professional. If the answer is correct Team B gets 1 point. If the answer is incorrect, Team A has the opportunity to guess the correct answer. Next, invite one student from Team B to read another card. Team A has the opportunity to guess the correct answer first. Continue the game.
4. Introduce the visit to the doctor by distributing copies of the Medical Information Form suggested in the Unit Planning Notes. and copies of *Dr. Vera Abdulahi's New Patient: Mr. Kamal Patel* (Appendix 6.) Using the overhead transparency of the form as a guide, complete the medical information form. Review/teach new vocabulary. Remind students to print clearly and spell correctly. Distribute a second blank copy of the Medical Information Form and have students complete it about themselves for homework.
5. Teach the visit to the doctor using classroom texts. Focus on imperative structures used during the examination, e.g. *stick out your tongue, breathe in, lie down, say ah, cough,* etc. Brainstorm additional instructions a doctor/nurse might ask a patient. On the board, brainstorm a list of possible questions a doctor/nurse might ask a patient during an examination, as well as questions a patient might ask a doctor. Review/teach word order, the verb *to be*, simple verb tenses, negatives and contractions. Divide the class into pairs for a role play activity. Teach/review affirmative and negative gestures and facial expressions, and remind students to include these in their role play. Provide each pair with a cue card that lists a common ailment. Students write a short dialogue about a medical visit in which a patient (with the ailment) sees a doctor. Students present their role-play to the class.
6. Invite Health Care Professionals to the class. Prepare the students for the visit by brainstorming a list of questions to ask the visitors about their work (including what they like and don't like about their jobs), education required, patient care. Assign each student a question to ask during the presentation. Be sure to have a greeter and a thanker for each speaker. Distribute The Medical Community Presentation Worksheet in advance of the presentation. Show students where to fill in the information that they will hear. During the presentation, students complete the worksheet. For homework, have students write thank-you notes to the visitors.

7. Give students two minutes to list as many items as possible that can be purchased at a drug store. Group students in triads. Students compare their lists and come up with a composite list for their group. Have readily available and circulate to clarify any unfamiliar vocabulary. Have students organize items on the list into categories like personal hygiene, pain relief, cold remedies, etc., etc. Students write their categorized lists on chart paper. Post these for class viewing and discussion.
8. Ask students to define the term *Drug(s).* Record their responses on the board. Discuss the different types of drugs. Introduce vocabulary such as *prescription/non-prescription, medication, over-the-counter, alternative medicine, legal/illegal.* Highlight the role of the pharmacist as expert and dispenser in drug management. For homework, students locate the 24-hour pharmacy nearest their home. Students need to provide the name, the address and phone number of the pharmacy.
9. Take students on a field trip to the pharmacy. Have students complete The Pharmacy Search and Find activity. Take up in class.
10. Distribute a fresh copy of the *Health and Wellness Questionnaire* (Appendix 1) previously introduced in Activity 1. Have students complete it, then compare their results to the original. Ask students to share with partners two new pieces of information they learned from the unit. Students reflect on how their health and wellness practices have or might change. For homework, students write up a summary of their personal observations including their strengths and weaknesses.

Assessment/Evaluation Techniques

- vocabulary spelling quizzes (Diagnostic/Summative)
- test knowledge of common ailments and health care professions by having students match visuals or descriptions to vocabulary (Formative/Summative)
- evaluate the Medical Information forms for legibility, completeness and accuracy (Diagnostic/Formative/Summative)
- evaluate the use of basic conversational vocabulary, and the use of gestures and facial expressions in the role-play of the visit to the doctor (Formative/Summative)
- assess completion and accuracy of the Medical Community Presentation Worksheet (Summative)
- evaluate the Pharmacy Search and Find Activity for completeness (Summative)

Accommodations

- Pair students with the same first language.
- Scribe for individual students as necessary.
- Have more advanced students interview family members about non-medical remedies and publish results.

Activity 6: Wellness Portfolio Presentation

Time: 120 minutes

Description

In this culminating activity of the unit, students present their Health and Wellness Portfolios to members of the class and school. Students describe what they have learned throughout the unit, citing examples from their portfolios.

Strand(s) and Expectations

Strand(s): Oral and Visual Communication; Writing; Social and Cultural Competence
Overall Expectations: AORV.01X❖, AORV.03X❖; AWRV.02X❖; ASCV.02X❖.
Specific Expectations: AOR1.04X, AOR2.04X❖, AOR3.01X❖, AOR3.03X❖; AOR3.05X❖; AWR2.01X❖, AWR2.09X❖; ASC2.03X❖.

Planning Notes

- the Portfolios are to be evaluated twice: for the presentation, and for the organization of the portfolio.

Materials Needed

- Rubric for Assessing Portfolio Organization (Appendix 4) and Assessment of the Portfolio Presentation (Appendix 5)

Prior Knowledge Required

- ability to describe personal experiences
- self-evaluate skills in completing learning tasks

Teaching/Learning Strategies

1. Review the criteria for the portfolio presentation. Remind students to introduce themselves and their topic, to show three of their best works and to explain what has been well done. Students describe three things they learned in the unit and cite examples from their portfolio. Students complete their presentations by talking about their favourite activity and highlighting how their health and wellness practices have changed.
2. Review good presentation techniques with the students, such as appropriate eye contact and body language, volume, and pace. Model effective presentation skills and provide time during class for students to practise their presentations with peers on at least two separate occasions.
   Provide copies of the Assessment of the Portfolio Presentation (Appendix 5) for students to use during the practice time. Assessment sheets are to be included in the portfolios.
3. Collect and evaluate the Health and Wellness Portfolios using Appendix 4.
4. Encourage students to take the portfolios home and explain their work to their families in their first languages.

Assessment/Evaluation Techniques

- Evaluate the portfolio presentations using the rubric in Appendix 5 (Summative).
- Evaluate the portfolio using the rubric in Appendix 4 (Summative).

Accommodations

- Use peer checkers to review the completed portfolio.
- Students simplify/shorten the presentation.
- Provide more practice trials for the presentation.

Appendix 1: Health and Wellness Gap Analysis

Name: ____________________________ **Date:** ______________________________

Circle Y (for Yes) if the statement is true or N (for No) if the statement is false. Circle S if the statement is sometimes true:

Y N S 1. I eat three meals a day.

Y N S 2. I eat breakfast each morning.

Y N S 3. I get 6 to 8 hours of sleep every night.

Y N S 4. I exercise for 20 minutes or more 3 times a week.

Y N S 5. I have a bag of chips and a can of pop for lunch.

Y N S 6. I smoke cigarettes.

Y N S 7. I visit the dentist yearly.

Y N S 8. I drink more than 3 cups of coffee or tea daily.

Y N S 9. I never share drink bottles or juice cans.

Y N S 10. I walk for exercise.

Y N S 11. I use sunscreen.

Y N S 12. I always wash my hands before I eat.

Y N S 13. I eat junk food.

Y N S 14. I cover my mouth when I sneeze.

Y N S 15. I eat fruit and vegetables every day.

Appendix 2: Collection Portfolio Instruction Sheet

Name: _________________________ **Date:** ___________________________

You will be making a Collection Portfolio for the unit on Health and Wellness. A Collection Portfolio is a binder or file folder that contains all the work done in this unit. (You will include all work done in class, all homework, tests, quizzes and assignments—EVERYTHING.)

Only work from this unit can be included in the portfolio, so make sure you keep all other work separate.

The Table of Contents keeps your portfolio organized. Every time you add a piece of work to the portfolio, include it in the Table of Contents. If it is listed in the Table of Contents, then it must be in the portfolio.

The Table of Contents has 5 columns: Date, Title, Page Number, Teacher Initials, and Student Initials. Therefore, all work must be dated, titled and numbered. I will be checking your portfolio throughout the unit and will initial work that has been completed.

Feel free to decorate your portfolio with pictures and drawings about health and wellness.

See the Collection Portfolio Evaluation for details about the evaluation of your portfolio.

Appendix 3: Tracking Sheet for Portfolio Table of Contents

Name: ______________________ **Date:** ________________________

Table of Contents	Student	Date	Teacher	Date
It is titled	Yes/No		Yes/No	
It has 5 columns	Yes/No		Yes/No	
It is neat	Yes/No		Yes/No	
It is clean	Yes/No		Yes/No	
It is legible	Yes/No		Yes/No	
Titles are entered completely	Yes/No		Yes/No	
Titles are grammatically correct	Yes/No		Yes/No	
Titles correspond to pages in the portfolio	Yes/No		Yes/No	
All assignments are included	Yes/No		Yes/No	

Appendix 4: Rubric for Assessing Portfolio Organization

Name: ______________________ **Date:** _________________________

Categories	50-59% Level 1	60-69% Level 2	70-79% Level 3	80-100% Level 4
Knowledge/ Understanding	**The student:**			
Titles are spelled correctly and appear on every page	-demonstrates limited competence	-demonstrates some competence	-demonstrates considerable competence	-demonstrates thorough competence
Upper and lower case letters are used correctly	-demonstrates limited competence	-demonstrates some competence	-demonstrates considerable competence	-demonstrates thorough competence
Communication				
Pages are legible	-demonstrates limited competence	-demonstrates some competence	-demonstrates considerable competence	-demonstrates thorough competence
Pages are neat	-demonstrates limited competence	-demonstrates some competence	-demonstrates considerable competence	-demonstrates thorough competence
Application				
Titles are underlined	-demonstrates limited competence	-demonstrates some competence	-demonstrates considerable competence	-demonstrates thorough competence
Pages are dated on the top, right hand corner	-demonstrates limited competence	-demonstrates some competence	-demonstrates considerable competence	-demonstrates thorough competence

Teacher Comments:

Student Comments/Reflections:

Appendix 5: Assessment of the Portfolio Presentation

Names of Presenter: ____

Date of Presentation: ____

1. Content: /40

Circle:	**Low**			**High**
The student:				
introduced himself/herself politely;	1	2	3	4
introduced his/her topic;	1	2	3	4
showed 3 best work samples;	1	2	3	4
explained why the work sample was done well;	1	2	3	4
described 3 things s/he learned;	1	2	3	4
showed examples of what s/he learned;	1	2	3	4
talked about his/her favourite activity;	1	2	3	4
highlighted changes in health/wellness practices;	1	2	3	4
appeared interested in the topic;	1	2	3	4
concluded the presentation.	1	2	3	4

2. Style: /24

Circle:	**Low**			**High**
The student:				
made eye contact;	1	2	3	4
stood straight and still;	1	2	3	4
could be heard;	1	2	3	4
spoke at the appropriate pace;	1	2	3	4
spoke clearly;	1	2	3	4
followed English stress and intonation patterns.	1	2	3	4

Teacher's Comments:

Presenter's Comments/Reflections:

Appendix 6: Dr. Vera Abdulahi's New Patient: Mr. Kamal Patel

Name: ____________________________ **Date:**____________________________

Mr. Kamal Patel and his family recently moved to Sarnia from London, Ontario. He needed to find a new Family Doctor. A friend recommended he see Dr. Vera Abdulahi. He phoned her office and made an appointment for a regular check up. When he arrived at Dr. Abdulahi's office, he spoke to the receptionist first. She asked to see his OHIP card. She recorded Kamal's OHIP number: 437 853 629 KP. She told him to show the card every time he visited the office.

Next, the receptionist asked Kamal his address. He told her he lived at 65 Crabapple Road, Apt. 205, Sarnia, Ontario, postal code N7S 2B3. She also asked for his phone number. He told her it was 694-9985. He listed his wife, Ms. Halima Chin, as the person to contact in an emergency. After the receptionist recorded this information on the computer, a nurse called Kamal into the examining room. The nurse weighed Mr. Patel and checked his height. He weighed 100 kilograms and was 2 metres tall. She recorded this information on his Medical History Chart along with his date of birth, which was Feb. 17, 1972.

Soon Dr. Abdulahi came into the examining room and introduced herself. She had questions to ask Kamal about his general health. He told her that he was allergic to eggs and penicillin. He also told the doctor that on September 12, 1998, he had an operation to remove his appendix. The doctor wanted to know how Kamal felt most of the time. He told her that he was healthy and rarely got sick.

The doctor had one more question to ask Kamal before she examined him. She wanted to know if he was taking any prescribed medications. Kamal told her that he wasn't. Next, Dr. Abdulahi examined him. After she completed Kamal's check up, Mr. Patel thanked the doctor and said good-bye.

On his way out, Kamal spoke with the receptionist and made check up appointments for his two children and his wife.

Coded Expectations: ESLAO, Beginning Communication in English

Oral and Visual Communication
Overall Expectations

AORV.01X	participate in oral learning tasks and engage in social interaction in the classroom;
AORV.02X	use high-frequency words and simple sentence patterns to communicate meaning;
AORV.03X	demonstrate some awareness of different levels of formality in social interaction;
AORV.04X	obtain key information from media works.

Specific Expectations
Developing Fluency in Oral Communication

AOR1.01X	demonstrate an understanding of classroom directions and activities, and of key vocabulary;
AOR1.02X	understand and respond to a short, simple story, either told or read aloud (e.g., retell key events, ask questions, express opinions and preferences);
AOR1.03X	give and respond to straightforward directions and instructions;
AOR1.04X	describe personal experiences;
AOR1.05X	participate in conversations by responding to specific questions, using short phrases;
AOR1.06X	use some major forms of non-verbal communication, common courtesies, and variations in tone of voice in English.

Developing Accuracy in Oral Communication

AOR2.01X	use basic conversational vocabulary in the school and community environment (e.g., frequently used verbs, names of articles of clothing, foods, places in the community);
AOR2.02X	use subject-predicate (noun-verb) word order, the verb *to be*, simple verb tenses, negatives, questions, plurals, pronouns, and common contractions;
AOR2.03X	express feelings in a variety of contexts, using suitable vocabulary (e.g., express likes and dislikes);
AOR2.04X	imitate some key English stress and intonation patterns (e.g., rising intonation at the end of a question).

Using English in Socially and Culturally Appropriate Ways

AOR3.01X	respond to teachers and peers with an appropriate degree of formality in most classroom situations;
AOR3.02X	use gestures and facial expressions to bridge gaps in English-language knowledge;
AOR3.03X	use polite forms for greetings and leave-takings in formal and informal situations;

AOR3.04X obtain a teacher's attention in a courteous manner;

AOR3.05X use an appropriate speech volume in different settings (e.g., in a library or gymnasium, in small- group discussions);

AOR3.06X take turns in conversations and classroom discussions.

Developing Media Knowledge and Skills

AOR4.01X view, listen to, and read media works to obtain information and to complete assigned tasks (e.g., report the weather as forecast on television; compile sports scores from the newspaper; obtain geographical data about Canada from a CD-ROM or on-line database);

AOR4.02X follow teacher presentations on overhead transparencies;

AOR4.03X retell key events from films that have little or no dialogue or narration.

Reading
Overall Expectations

AREV.01X read and respond to short passages from fiction and non-fiction texts designed or adapted for beginning learners of English, with teacher guidance;

AREV.02X use some reading strategies to acquire key English vocabulary from simple texts for classroom studies, with teacher guidance;

AREV.03X use some key reading strategies for decoding and comprehension, with teacher guidance;

AREV.04X find specific information in straightforward reference materials, with teacher guidance.

Specific Expectations
Reading and Responding

ARE1.01X read language-experience stories composed by the class, and identify or read aloud specific words or sentences;

ARE1.02X follow simple written instructions (e.g., fill in the blanks; circle the correct answers);

ARE1.03X extract information from signs, advertisements, notices, timetables and maps relating to the school and community environment;

ARE1.04X read and retell simple stories, using a variety of strategies (e.g., picture sequencing, sentence combining, dramatization);

ARE1.05X select, read, and respond to abridged and modified material (e.g., write a personal response to a story);

ARE1.06X use classroom and school libraries to find suitable reading material for personal enjoyment.

Developing Vocabulary

ARE2.01X demonstrate comprehension of the vocabulary and phrases common in the print environment of the school and community (e.g., choose words or phrases to label objects or locations; complete a sentence; provide a caption for a photograph or illustration);

ARE2.02X determine the meaning of unfamiliar words, using pictures and illustrations;

ARE2.03X use dictionaries to clarify word meanings (e.g., bilingual, pictorial, and monolingual learner dictionaries);

ARE2.04X include key conceptual vocabulary in personal word lists for classroom study (e.g., *multiple, history, keyboarding*).

Using Reading Strategies for Comprehension

ARE3.01X identify the letters of the Roman alphabet in both print and script;

ARE3.02X decipher new words, using phonics and simple sound patterns as aids;

ARE3.03X use alphabetical order in tasks such as searching the telephone book and learner dictionaries;

ARE3.04X demonstrate comprehension of some simple language forms or patterns used in texts, such as simple verb tenses, adjectives, question forms, negatives, plurals, common contractions, and basic prepositions of location and direction (e.g., provide a missing word in a predictable pattern such as noun-verb-adverb);

ARE3.05X use punctuation and capitalization to determine meaning (e.g., recognize proper nouns).

Developing Research Skills

ARE4.01X locate key information in telephone books, maps, and monolingual learner and bilingual dictionaries;

ARE4.02X locate key facts in informational texts designed or adapted for beginning learners of English.

Writing

Overall Expectations

AWRV.01X write in a variety of forms, with teacher guidance;

AWRV.02X use some simple sentence patterns and key conventions of standard Canadian English to write about classroom topics and activities.

Specific Expectations
Relating Purpose to Form

AWR1.01X create individual and group language-experience stories (e.g., sequence and provide captions for a series of photographs of a class activity or field trip);

AWR1.02X write short, structured compositions of personal relevance (e.g., follow a model to produce a simple journal entry);

AWR1.03X write basic personal information on simple forms (e.g., fill in an application form for a public transit pass);

AWR1.04X compose short messages (e.g., write simple questions, notes, and greetings).

Developing Accuracy in Written Communication

AWR2.01X write legibly, using the Roman alphabet, in cursive and printed form;

AWR2.02X write simple assertive, interrogative, and imperative sentences;

AWR2.03X use simple verb tenses, plurals, pronouns, count nouns, adjectives, and basic prepositions, with teacher guidance;

AWR2.04X use the negative construction in simple sentences (e.g., *I don't speak Spanish*);

AWR2.05X use capitals at the beginning of sentences and for frequently occurring proper nouns (e.g., names, countries, months);

AWR2.06X use periods and question marks at the end of sentences, and apostrophes in commonly used contractions;

AWR2.07X spell correctly frequently used words from classroom and personal word lists;

AWR2.08X confirm spellings, using learner, bilingual, and pictorial dictionaries and classroom charts;

AWR2.09X use some notebook conventions and formats appropriate to other subject areas (e.g., headings, titles, dates).

Social and Cultural Competence
Overall Expectations

ASCV.01X demonstrate a beginning awareness and appreciation of Canada's regional and cultural diversity;

ASCV.02X demonstrate adaptation to some key teacher expectations and school routines.

Specific Expectations

Developing Citizenship Awareness and Skills

ASC1.01X demonstrate knowledge of basic facts about Canada (e.g., identify the regions, provinces, territories, and capital cities of Canada; provide information about common Canadian customs and holidays);

ASC1.02X demonstrate respect for cultural differences in Canada by showing courtesy and sensitivity to others;

ASC1.03X communicate information about various cultures (e.g., naming practices, forms of address, celebrations, family roles and relationships).

Adapting to the Ontario Classroom

ASC2.01X find and map important locations in the school and community;

ASC2.02X identify key school and community personnel;

ASC2.03X follow important school routines (e.g., emergency procedures);

ASC2.04X follow individual school timetables, including special school schedules (e.g., "short period" days);

ASC2.05X work cooperatively with a partner on shared classroom tasks;

ASC2.06X behave appropriately in coeducational and/or mixed-age groupings (e.g., treat male and female classmates with equal respect);

ASC2.07X evaluate their own skill in completing learning tasks, using simple evaluation forms;

ASC2.08X adapt learning strategies to a task and to the conditions of learning (e.g., remain on task in group and individual activities; locate or share necessary resources).